

DOCUMENT RESUME

ED 250 951

FL 014 722

TITLE English as a Second Language Resource Manual, Volume III, Part One. Supplement 1983.

INSTITUTION Center for Applied Linguistics, Washington, D.C.

SPONS AGENCY Department of State, Washington, DC. Bureau of Refugee Programs.

PUB DATE 83

NOTE 284p.; For related documents, see FL 014 670, FL 014 672, FL 014 723, and ED 221 068-071.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC12 Plus Postage.

DESCRIPTORS Class Activities; Classroom Techniques; *Curriculum Development; Curriculum Guides; *English (Second Language); *Indochinese; Instructional Materials; *Intensive Language Courses; Literacy Education; *Refugees; Second Language Instruction; Teaching Guides

IDENTIFIERS *Refugee Camps

ABSTRACT

This is the first part of a two-part volume of supplementary materials intended for use in the Department of State's Intensive English as a Second Language, Cultural Orientation and Pre-Employment Training Program for United States-bound Southeast Asian refugees. It contains an introductory section on the program's history and the development of the materials for it, and information relating to the English as a second language (ESL) component of the program. This includes a section on ESL curriculum development principles and techniques, a description of ESL proficiency levels, brief descriptions of the programs in Bataan (Philippines), Galang (Indonesia), and Phanat Nikhom (Thailand), ESL placement and proficiency tests, program competency standards by topic and level, notes on general presentation techniques, and literacy activities and worksheets. (MSE)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED250951

English as a Second Language Resource Manual

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.
Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

Volume III, PART ONE

Supplement 1983

This volume is one of a series of seven volumes that have brought together materials developed for use in the Intensive English as a Second Language, Cultural Orientation and Pre-employment Training Program in Southeast Asia since 1980. The complete set includes:

English as a Second Language Resource Manual, Volumes I, II & III

Cultural Orientation Resource Manual, Volumes I, II & III

Pre-employment Training Resource Manual, Volume I

CONTRIBUTING AGENCIES

Thailand

- The Consortium:
Save the Children
Federation (SCF)
The Experiment in International
Living (EIL)
World Education (WE)

Hong Kong

- Lutheran Immigration and
Refugee Service (LIRS)/
American Council for
Nationalities Service
(ACNS)

Indonesia

- A consortium of:
Save the Children
Federation (SCF)
The Experiment in International
Living (EIL)

Philippines

- International Catholic Migration
Commission (ICMC)

Southeast Asia

- Refugee Service Center (RSC)
Center for Applied Linguistics (CAL)
Manila, Philippines

FL014722

This publication has been developed under a contract with the Bureau of Refugee Programs of the U.S. Dept. of State. However, the contents herein do not necessarily represent the policy of that agency, nor the endorsement of the Federal Government.

The Department reserves a royalty-free, non-exclusive and irrevocable right to reproduce, publish, or otherwise use, and to authorize others to use, the work for Government purposes.

The contents of this publication are within the public domain and may be reproduced.

The compilation, editing and production of this manual was done by the staff of the Refugee Service Center of the Center for Applied Linguistics, Manila.

Kathleen M. Corey
Margo P. Peterson
Elizabeth Tannenbaum
Shirley Collamer
Jeff-Rey J. Villamora

CONTENTS OF ESL RESOURCE MANUALS

VOLUME I

Introduction
The ESL Curriculum Development Process
ESL Curriculum Guide: A-Level
ESL Curriculum Guide: B-, C-, D-Levels

VOLUME II

General Techniques
Literacy Activities
ESL Activities
Bibliography

VOLUME III

Introduction
ESL Curriculum Development
Description of ESL Levels
Program Descriptions
Assessment Instruments
IESL Competencies by Topic and Level
General Techniques
Literacy Activities and Worksheets
ESL Activities
Bibliography and Resource Materials

For further information about these manuals, contact:-

Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007

(202) 298-9292

TABLE OF CONTENTS

ESL Resource Manual

Volume III

INTRODUCTION	1
The IESL/CO/PET Program	1
Development of This Volume	2
Contents of This Volume	3
ESL CURRICULUM DEVELOPMENT	5
Introduction	5
The Guiding Principles	7
ESL Competencies in Spiralled Sequence	9
DESCRIPTION OF ESL LEVELS	13
PROGRAM DESCRIPTIONS	17
ASSESSMENT INSTRUMENTS	21
ESL Placement Test	21
ESL Proficiency Test	23
IESL COMPETENCIES BY TOPIC AND LEVEL	25
GENERAL TECHNIQUES	53
Introduction	53
General Techniques (1981)	55
General Techniques (1983)	81
Notes on Techniques and Methods	157
LITERACY ACTIVITIES	159
Introduction	159
Literacy Activities	161
Literacy Games	197
Literacy Worksheets	223
ESL ACTIVITIES	289
Introduction	289
ESL Levels	290
ESL Competencies by Topic	291
ESL Activities	295
BIBLIOGRAPHY AND RESOURCE MATERIALS	715

INTRODUCTION

I. THE INTENSIVE ESL/CO/PET PROGRAM

The Intensive English as a Second Language (IESL), Cultural Orientation (CO) and Pre-employment Training (PET) Program in the refugee processing centers in Southeast Asia provides a pathway to a new life for refugees from Indochina. In this U.S. Department of State-funded program, basic survival English and cultural orientation skills are taught to U.S.-bound refugees to help make them ready for the process of resettlement in U.S. communities and to accelerate their goal of self-sufficiency. For those refugees with very minimal English language proficiency and education, Pre-employment Training prepares them to function better in any entry-level job.

The IESL/CO Program began in the fall of 1980 at processing centers in Hong Kong, the Philippines and Thailand. At another program site in Indonesia, classes began in May 1981. The following are the locations of the current Intensive Program sites and implementing agencies:

Bataan,
Philippines: International Catholic Migration Commission

Galang,
Indonesia: A consortium of:
• Save the Children Federation
• The Experiment in International Living

Phanat Nikhom,
Thailand: The Consortium:
• Save the Children
• The Experiment in International Living
• World Education

In addition, there is also an IESL/CO program being conducted in the Sudan, East Africa for Ethiopian Refugees. The implementing agency for this program is International Catholic Migration Commission.

The different implementing agencies have been responsible for developing lesson plans and classroom activities based on a standardized curriculum for ESL and CO since 1981, and since August 1982, for Pre-employment Training. The agencies have also developed training programs for teaching and supervisory staffs. The refugee students in the 14 to 20 week programs range in age from 16 to 55 years and come from the countries of Vietnam, Cambodia and Laos.

In addition, the Refugee Service Center, operated by the Center for Applied Linguistics through its offices in Manila, Philippines, and Washington, D.C., provides resources, services, training, testing, and coordination on a regional level for all the Intensive Programs. Regional meetings are held to facilitate intersite exchange regarding program design, curricula, methods, materials and other issues related to the regional effort. Development in all areas is ongoing.

The primary goal of the Intensive Program is to assist U.S.-bound refugees in coping with life in their new country and to facilitate their achievement of self-sufficiency. To this end, students are placed in English as a Second Language classes of 10-20 students according to their native language literacy and their English language ability. Cultural Orientation classes, taught in the students' native languages, provide refugee students with realistic, up-to-date information about life in the U.S. and the resettlement process. They focus on important values and attitudinal differences and teach students essential skills, such as handling of U.S. currency, use of the telephone and how to find a job. Pre-employment Training for lower level students enables them to communicate and function more effectively on the job, to understand the expectations of employers and co-workers and to be able to learn from training once they are employed.

Most of the teachers in the program are host country nationals. Qualified supervisory staffs of both Americans and host country nationals provide supervision and staff development. Training includes demonstration of teaching methods and techniques, orientation to materials and updates from resettlement agencies and service providers in the U.S.

II. DEVELOPMENT OF THIS VOLUME

Volume III reflects the developments which have taken place in the ESL component of the Intensive Program since the publication of the ESL Resource Manual, Volumes I and II in June 1982.

The purpose of the three volumes is:

- 1) to share the materials and techniques developed at different Intensive Program sites in Southeast Asia; and
- 2) to convey this information to U.S. service providers who implement training programs for newly-resettled refugees in America.

Volume I contains two standardized ESL Curriculum Guides — one for B, C and D-Level students and the other specifically for A-Level students. Volume II contains general techniques, literacy activities and other activities for teaching the competencies at all levels in the standardized IESL curriculum. These methods and activities were submitted by the teaching staffs of the various programs in Southeast Asia in July of 1981.

The ESL Resource Manual, Volume III is similar in content to Volume II. It contains a collection of teaching techniques and activities developed in the Intensive Program since the publication of Volume II. Also included is current background information about various aspects of the IESL component of the program. Volume III does not attempt to document all that has been tried or produced in ESL during the past year, but does present what ESL staff at the different sites have submitted as representative of the changes and developments since the first two volumes of the manual were compiled in 1982.

This volume represents the collective efforts of many people involved in refugee education. The overseas program has continued to evolve in response to changing conditions in the U.S. and abroad. For those who work with refugee newcomers

in the U.S., the materials provide detailed information about the nature and scope of instruction that refugees who were enrolled in the program received prior to their arrival. With this, U.S. service providers can tailor their programs to reinforce and build on previous instruction in the processing centers.

Contributors to Volume III are the ESL staffs of the Intensive Program sites in Southeast Asia: International Catholic Migration Commission, Bataan, Philippines; The Consortium: The Experiment in International Living, Save the Children and World Education, Phanat Nikhom, Thailand; and a consortium of The Experiment in International Living and Save the Children, Galang, Indonesia. The efforts of the ESL teachers, supervisors and trainers in these programs are reflected in this volume. It was edited and compiled by the staff of the Refugee Service Center, Center for Applied Linguistics, Manila, Philippines.

The contents of Volume III are described below.

III. CONTENTS OF THIS VOLUME

BACKGROUND INFORMATION

ESL Curriculum Development

The ESL Curriculum is multi-leveled and competency-based. The broad goal in ESL is to develop refugees' basic survival proficiency in English and confidence in their own ability to learn and use English. This section includes 1) a description of the curriculum development process, 2) the principles which guided curriculum writing and teacher training, and 3) the original IESL competencies in spiralled sequence.

Descriptions of ESL Levels

This section contains a description of the five levels (A-E) of English ability used in the programs.

Program Descriptions

Variations in approach to and application of the standardized curriculum have evolved due to differences in student background and program design at each of the sites. The site program descriptions in this section identify some of the details of these variations and how the implementing agencies have interpreted the needs of their students and developed different ways to implement the curriculum.

Assessment Instruments

An ESL Placement Test (EPT) was developed in 1981 by the Center for Applied Linguistics in cooperation with program implementors to provide a regionally standardized instrument for placing students into IESL classes at the five levels of instruction. This test has undergone a series of revisions in the past two years. A complete copy of the revised ESL Placement Test (1983) is included in this volume of the manual. An ESL Proficiency Test developed for the program measures the English proficiency of participants in the IESL/CO/PET program. This section includes a description of both tests.

ESL Competency Scales

The ESL Competency Scales (revised December 1983) describe what can be expected of an average student who has completed a particular level in the IESL component of the overseas training program.

TECHNIQUES AND ACTIVITIES

General Techniques

This section contains a compilation of general ESL techniques that are used to present the material in the standardized curriculum. It includes both the techniques found in Volume II and additional techniques submitted within the past year by the IESL programs in Southeast Asia.

Literacy Activities and Worksheets

This section contains a compilation of the activities and sample worksheets designed for pre-literate and non-literate students; these activities have been tried and found to be useful in the teaching of Indochinese refugees in the various programs. Recently-developed activities for teaching literacy, as well as the literacy activities from Volume II, are included in this section.

ESL Activities

This section contains a compilation of ESL activities that are used in the teaching of specific competencies in the regional IESL curriculum. All of these are new additions since the publication of Volume II of the manual.

Bibliography

This section includes a bibliography of materials and references found useful in the Intensive Program.

ESL CURRICULUM DEVELOPMENT

INTRODUCTION

Since November 1980, the ESL staffs of the Intensive ESL and Cultural Orientation programs, in cooperation with ESL practitioners from the United States, have been developing a multi-level, competency-based ESL curriculum for use in their programs.

Building upon work begun in the U.S. in the late 70's (e.g., "The Oregon Minimal Competencies," the San Diego Community College District Curriculum), the standardized ESL curriculum was developed starting with a list of topical areas considered essential for the survival of Indochinese refugees newly arrived in the United States. They include:

- CLASSROOM ORIENTATION
- CLOTHING
- HOUSING
- FOOD
- HEALTH
- TRANSPORTATION
- EMPLOYMENT
- POST OFFICE
- BANKING
- TRANSIT PROCESS FROM SOUTHEAST ASIA TO THE UNITED STATES

These topical areas were further broken down into competencies. A competency is defined, for the purposes of the ESL curriculum, as a survival skill requiring English language ability. Some examples of the ESL competencies are:

- CLASSROOM ORIENTATION: Find out English for unknowns; ask for clarification; follow simple directions.
- HOUSING: Describe housing needs; secure household repairs; report emergencies.
- HEALTH: Explain medical problems; get medical help; follow instructions about treatment.
- EMPLOYMENT: Describe work experience; locate possible jobs; give relevant information when applying for a job; follow instructions on the job.

As a means of including language that is cross-topical (language that can be used with a variety of topics) the following "Master List" categories were selected:

- Locations outside a building
- Locations inside a building
- Oral directions
- Money
- Telling time
- Clarification
- Form filling out
- Personal identification
- Telephone
- Emergencies

At a series of meetings in June, July and August 1981, ESL program representatives met and worked from a compilation of language curricula then in use in the ESL programs. Language for the four language skill areas — speaking, listening, writing and reading — was spelled out for each competency. Consensus was used as much as possible to determine which language items would be included. In many cases, consensus either could not be reached or was not truly

possible, given that there is often more than one common and appropriate choice of language for any survival situation. The product of these meetings was the Standardized ESL Curriculum Guide which was to be used as the basis for curriculum development in all sites.

When the curriculum was first developed, the processing centers "spiralled" the topics and competencies, i. e., they sequenced them in such a way that the same topic is taught at two or three separate points over the 14-20 week period of instruction. Competencies were spiralled to ensure review and reinforcement of teaching points and language structures. A list of the competencies by topic in their spiralled sequence as originally developed is at the end of this section. The most recent version of these competencies is printed in a subsequent section entitled, "ESL Competencies by Topic and Level."

Adaptations and the choice of specific language items for classroom use were made at sites during the curriculum field-test period (from August 1981 to February 1982). Each site incorporated language from the Master List either into the body of the curriculum or through notes in the text which refer the teacher to the appropriate Master List. Some sites chose to spiral the competencies more than other sites. Each site's version of the curriculum is slightly different, though based on the Standardized Guide.

The following format was devised for the Standardized Guide:

TOPIC: _____ COMPETENCY: _____ NUMBER: _____							
LANGUAGE AREAS							
SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS

For each of the two language modes (spoken and written), the columns for the active skills (i.e., speaking and writing) precede the columns for passive skills (i.e., listening and reading). The intent was to reinforce for teachers the fact that all speaking items are also listening items, but that the reverse is not true; some listening items need not be taught for speaking purposes. It should also be noted that only a limited amount of reading and writing is included in the curriculum.

THE GUIDING PRINCIPLES

During the field-test period, several guiding principles for using this competency-based curriculum were identified and later expanded in teacher training sessions at all the sites.

FAMILIAR →
UNFAMILIAR

1. Students should first learn the English for competencies that are already *familiar* to them (e.g., learn the language of employment first in connection with their past/present work experience). Only after that should students learn the English for competencies or situations in the U.S. that are unfamiliar to them (e.g., applying for a job in the United States).

INDIVIDUALIZE

2. Instruction should be *individualized* according to a student's background and/or ability. In other words, there is no need for a student, for general purposes, to learn the names of the past occupations of all her/his classmates. What s/he does need to learn is the name of her/his *own* past occupation, and how to describe her/his own skills and duties.

WHAT'S MINIMAL?

3. *What is needed minimally* to achieve a competency is different for different levels, and often even different within a class. Teachers must constantly assess their students' ability to go beyond the minimum.

NEGATIVE RESPONSE,
POSITIVE INFORMATION

4. When there is a negative response to a personal information question such as "Do you have a job?" *positive information* such as "No, but I'm looking," should be given by the students. This prevents "dead-end" conversations, conversations that do not seem to go anywhere.

FLEXIBILITY

5. *Not everything has to be or should be fixed.* There is room for additions and choices within the curriculum to ensure maximum flexibility. In other words, expansion within levels and between levels should be encouraged whenever it is appropriate. For example, it is *not* assumed that students must master all the language in the C-level curriculum. There are times when it is appropriate for some B-level students to use C-level language, and times when it is not.

7±2

6. Items -- language, structure, or vocabulary -- should not be overloaded. *Between five and nine items (7±2) should be emphasized at any one time.* The brain cannot handle more than that, and unsophisticated formal classroom learners may find even five items, if they are whole sentences or phrases, too much to handle.

USE REAL LANGUAGE,
NOT CLASSROOM
LANGUAGE

7. Attention should be paid to the difference between *classroom language* and *"real" language*, e.g., the difference between the full form of "What is your name? -- My name is Son Vaan" and the reduced form, which may be more realistic, "What's your name? -- Son Vaan." This distinction is important for both native and non-native speakers of English teaching in the programs.

DIAGNOSIS →
INTRODUCTION →
REVIEW → MASTERY

ONE-SIDED OR
TWO-SIDED
DIALOGUES?

8. For all levels, but especially for the upper levels, it is important for the teacher to learn to *diagnose* how well the students know the material. This means checking whether the material is familiar before going into a possibly unnecessary *formal introduction*. If not, an introduction is appropriate. *Review* of all teaching points occurs throughout the cycle; in other words, teaching points are spiralled. The point at which *mastery* can be expected should be determined. At the mastery stage, students are responsible for knowing the material, i.e., the new vocabulary, a new structure, or a new competency. Again, mastery cannot be expected the first time material is introduced. It is important to recycle the language.
9. Language in the curricula is divided into four main columns: SPEAKING, LISTENING, WRITING and READING. In some cases, there are double arrows (↔) between the SPEAKING and the LISTENING columns. This indicates that the students need to learn to say both sides of the interchange.

COMPETENCY: Greet and be greeted

SPEAKING	LISTENING
How are you?	Fine, thanks.

For low level students, the teacher can use one-sided dialogues in which the teacher or an aide takes the role of the speaker in the LISTENING COLUMN, and the students do not need to learn to produce the employer's language in the LISTENING column in a job interview situation, but they must learn to respond appropriately.

ESL COMPETENCIES
In Spiralled Sequence
 (as originally developed in June, 1981)
 *C/D/E Level Competencies Only

CHUNK	COMPETENCY NUMBER	TOPIC	COMPETENCY
# 1	1.1	CLASSROOM ORIENTATION	Identify self (name, ID number, country of origin, language background)
	1.2		Introduce self
	1.3		Introduce others
	1.4		Greet and be greeted
	1.5		End conversation
	1.6		Express lack of understanding and ask for clarification
	1.7		Follow simple directions
	1.8		Find out English for unknowns
	1.9		Observe classroom etiquette
# 2	2.1	CLOTHING	Describe clothing needs
# 3	3.1	HOUSING	Describe housing needs, e.g., types of rooms, furniture, major appliances
	3.2		Locate facilities within housing, e.g., laundry, fire escape, garbage chute
# 4	4.1	FOOD	Describe food needs
	4.2		Describe food preferences
	4.3		Select and pay for food within a setting familiar to a Southeast Asian refugee, i.e., price, quantity
# 5	5.1	HEALTH	Explain medical problems, i.e., symptoms, illnesses, injuries
	5.2		Get medical help, e.g., in an emer- gency, for an appointment
# 6	6.1	TRANSPORTATION	Locate means of transportation
	6.2		Locate a place

CHUNK	COMPETENCY NUMBER	TOPIC	COMPETENCY
# 7	7.1	EMPLOYMENT	Describe work experience
	7.2		Describe skills
	7.3		Describe educational background
# 8	8.1	FOOD	Locate food items
	8.2		Select food, i.e., price, container, size, quantity, freshness
	8.3		Pay for food, e.g., cash, change, coupons
	8.4		Locate places to buy food
# 9	9.1	EMPLOYMENT	Recognize common entry-level jobs, e.g., names, duties, and qualifications
	9.2		Indicate job preferences
#10	10.1	POST OFFICE	Address envelopes and packages
	10.2		Buy items in the post office
	10.3		Locate different mail slots
	10.4		Locate places to mail things
	10.5		Prepare a money order
	10.6		**Notify post office of change of address
	10.7		**Register mail
	10.8		**Pick up mail
	10.9		**Complete alien change of address
	10.10		**Prepare customs and insurance documents
	10.11		**Register for the draft
#11	11.1	HEALTH	Follow instructions about treatment
	11.2		Follow instructions during exam
	11.3		Buy medicine (prescription and non-prescription)
	11.4		**Buy items for personal hygiene
#12	12.1	TRANSPORTATION	Buy transportation services
	12.2		Use transportation systems e.g., by foot, on the bus, subway, train, plane
	12.3		Handle emergencies
	12.4		Give directions

CHUNK	COMPETENCY NUMBER	TOPIC	COMPETENCY
#13	13.1	EMPLOYMENT	Locate possible jobs, e.g., approach person at work site, make an appointment, convey a desire to work
	13.2		Give relevant information when applying for a job
	13.3		Get information about a job
#14	14.1	HOUSING	Get information about costs, e.g., rent, utilities
	14.2		Secure household repairs
	14.3		Report emergencies, e.g., fire, burglary
	14.4		**Locate appropriate housing
#15	15.1	CLOTHING	Locate clothing
	15.2		Select and pay for clothing, i.e., sizes, prices, color, style, fabric
	15.3		Locate places to buy clothing
	15.4		**Give and receive compliments about dress
	15.5		**Care for clothing, e.g., hand/ machine wash, dry, iron, dry-clean
#16	16.1	BANKING	Cash a check or money order
	16.2		Locate a bank
	16.3		Buy a money order
	16.4		**Open an account, i.e., checking, savings
	16.5		**Use a bank account
#17	17.1	FOOD	Order food, e.g., at a snack bar, restaurant, fast food
	17.2		Act appropriately as a guest/host
	17.3		**Store food properly
	17.4		**Prepare food
#18	18.1	EMPLOYMENT	Follow instructions on the job
	18.2		Give explanations for sickness, lateness, absence, mistakes
	18.3		Converse with fellow employees, e.g., about family, recreation, weather, traffic, news

CHUNK	COMPETENCY NUMBER	TOPIC	COMPETENCY
#19	19.1	TRANSIT PROCESS FROM S.E.A. TO U.S.	Handle emergencies, e.g., being lost, not being met, getting sick
	19.2		Act appropriately on the plane
	19.3		Meet sponsor

DESCRIPTION of ESL LEVELS

The ESL Level Descriptions are intended to provide information about the English language ability of an average student who has completed the Intensive ESL (English as a Second Language) component of the U.S. State Department-funded pre-arrival training program for adult Indochinese refugees in Southeast Asia. These five levels (A-E) are described below in brief paragraph summaries; these descriptions also appear on the reverse of students' certificates of course completion.

A-Level

Most students who have completed A-level have minimal survival English ability, and are not literate in their native language. Most of these students, who began the course with zero-level English ability now:

- Can understand extremely simple, carefully-phrased questions, directions, requests and statements common in basic survival situations. Need frequent repetitions, paraphrases and slowed speech.
- Can express simple needs using short phrases, and respond in one or two words to direct questions on familiar subjects.

Literacy is limited to reading and writing numbers 0-10, reading and writing the alphabet, producing the most basic personal information on simple forms (name, address, age, marital status), and recognizing high-frequency survival sight words such as those found on signs.

A native speaker of English who is used to dealing with Southeast Asian refugees will have considerable difficulty communicating with most A-level students.

B-Level

Most students who have completed B-level have minimal survival English ability and, due to literacy skills in their native language, students at this level are somewhat better able to function in situations that require reading and writing skills. Most of these students:

- Can understand very simple, carefully-phrased questions, directions, requests, and statements common in basic survival situations. Need frequent repetitions, paraphrases and slowed speech.
- Can express simple needs using short phrases, and respond in one or two words to direct questions on familiar subjects.

Literacy skills for B-level students include control over numbers 0-100 and the alphabet, including limited oral spelling, producing basic personal information on simple forms, and recognizing common survival sight words.

As with A-level students, a native speaker of English who is used to dealing with Southeast Asian refugees will have considerable difficulty communicating with most B-level students.

C-Level

Most students who have completed C-level are somewhat proficient in English, i.e., have functional English ability, and are literate in their native language. Most of these students:

- Can understand simple directions, requests and questions spoken slowly and common in most survival situations, but require and can ask for clarification.
- Speak with considerable conscious effort, but can express simple needs and describe own background using simple phrases and very limited vocabulary. Can engage in basic conversations on familiar subjects but lack the ability to participate in many social situations. Make common errors in pronunciation and grammar.

Literacy skills for C-level students include control over numbers 0-100 and the alphabet, including oral spelling, producing basic personal information on forms, and recognizing common survival sight words.

A native speaker of English who is used to dealing with Southeast Asian refugees, pays close attention and requests clarification will be able to communicate with most C-level students.

D-Level

Most students who have completed D-level are moderately proficient in English, i.e., have functional English ability. They are literate in their native language and have a knowledge of the English alphabet. Most of these students:

- Can understand directions, requests, and questions in a variety of contexts, but are likely to ask for and may require clarification.
- Use short sentences, circumlocutions and limited vocabulary to express needs and describe background, including brief work history. Linguistically can function independently (in person) in routine survival situations, but will need help with any complications or difficulties. Are uncomfortable and usually less effective in interactions on the phone. Make common errors in pronunciation and grammar, but can repeat, spell or re-word what has been said.

Most D-level students can read simplified materials, with occasional misinterpretations and frequent reference to a bilingual dictionary. Can complete written worksheets and most forms with assistance. Can write a short personal note or letter in English, which although ungrammatical, can be generally understood.

A native speaker of English who is used to dealing with Southeast Asian refugees will be able to communicate with most D-level students.

E-Level

Most students who have completed E-level are fairly proficient in English, i.e., have functional English ability. They are literate in their native languages and have literacy skills in English. Many E-level students have received 12 or more years of education, including formal English training. Most of these students:

- Can understand most non-technical instructions and conversational speech, with some need for clarification.
- Use some circumlocutions to express needs and describe background, including work history. Have a vocabulary sufficient to give explanations and can ask for clarification in specific terms. Can function independently in most survival situations, and are generally able, though reluctant, to communicate by phone. Can participate with some confidence in social situations and can talk about a variety of everyday subjects. Make some errors in pronunciation and grammar.

E-level students can handle reading and writing tasks that are similar to those described for D-level, but with greater facility and control. In fact, many E-level students have stronger skills in reading and writing than in listening and speaking.

A native speaker of English who is *not* used to dealing with Indochinese refugees and who is attentive will be able to communicate with most E-level students.

PROGRAM DESCRIPTIONS

Though the ESL curriculum is standardized for all three program sites, differences in student background, site location, and program design have resulted in variations in approach and application. The following site descriptions identify some of the details of these variations and how different agencies have implemented the curriculum.

BATAAN, PHILIPPINES

The Intensive Program in the Philippines Refugee Processing Center (PRPC) in Bataan is conducted by the International Catholic Migration Commission (ICMC). The PRPC is the largest of its kind, capable of accommodating 17,000 refugees.

The ethnic make-up of the student population varies from month to month but as of late 1983 was approximately 50% Cambodian, over 30% Vietnamese, and 15% Lao, including a small number of hill-tribe refugees.

Students in Levels A and B (see the ESL Curriculum Development section for a description of levels) study ESL, CO, and Pre-employment for 20 weeks, totaling 540 instructional hours. Students in Level A study four and one-half hours a day, six days a week, for 16 weeks in the Integrated Program which combines both English language and cultural orientation instruction under one teacher. Students in Level B follow a concurrent schedule of three hours of ESL and one and one-half hours of CO a day, six days a week, for 16 weeks. Both Level A and Level B students attend four additional weeks of Pre-employment Training, interspersed at four-week intervals over the 20-week period, which includes basic skills, VESL and CO.

Students in Levels C, D, and E follow a concurrent schedule of three hours of ESL and one and one-half hours of CO a day, six days a week, for 14 weeks. Through the Extension Program, Level C and Level D students have the opportunity to attend ESL classes which are designed to maintain language proficiency and emphasize employment-related language while they wait for Level A and Level B family members to complete the 20-week program.

Level A students who study an integrated ESL and CO curriculum, taught by one teacher in the same classroom, are assisted by a trained refugee interpreter. CO concepts are explained in the native language and generally precede the English language instruction. CO topics are introduced in familiar to unfamiliar order and "spiralled" to insure review over the 20-week period. Simple ESL structures are introduced in the first month and are also spiralled for review. Heavier emphasis on literacy skills occurs in the last month of instruction.

Level B-E students who study separate ESL and CO curricula, taught by different teachers in different classrooms, are assisted by trained refugee interpreters in CO classes only. Changes in logistics and scheduling caused Bataan to present the B-E level curricula in a block or topic approach; sequencing is therefore not spiralled. Major topic blocks are sequenced in the same order in ESL as in CO, with CO treating a topic shortly before it is dealt with in ESL. Units and competency lessons tend to build on one another. Teachers assess students' learning after each competency lesson and unit to determine the need for review.

GALANG, INDONESIA

The Intensive Program in the Indonesian Refugee Processing Center in Galang is conducted by a consortium of Save the Children Federation (SCF) and the Experiment in International Living (EIL). Galang, a small island southeast of Singapore, is the most isolated of the program sites.

Most of the 1,250 students on Galang are Vietnamese, though as of late 1983 this included a small number of Cambodians.

Students in Levels A and B follow a concurrent schedule of three hours of ESL and one and one-half hours of CO, five days a week, with an additional hour of listening laboratory for 12 weeks. They then receive six weeks of Pre-employment Training which includes daily three hours of ESL, two hours of basic skills, and one and three-fourths hours of CO totalling 18 weeks or 540 instructional hours.

Students in Levels C, D, and E also follow a concurrent schedule of three hours of ESL, one and one-half hours of CO and one hour of listening lab a day, five days a week, for 14 weeks. Then, if they are waiting for Level A and Level B family members to complete the Pre-employment Training, they enter the Maintenance Program for six weeks which emphasizes employment in the U.S.

Level A-E students study separate ESL and CO curricula concurrently. CO classes utilize trained refugee interpreters who present concepts in the native language. The sequencing of ESL and CO topics is carefully coordinated and spiralled so that new concepts and vocabulary can be reinforced in both classes. All teachers review materials once a week. Situational tests are administered in the middle and at the end of every cycle.

PHANAT NIKHOM, THAILAND

The Intensive Program in Phanat Nikhom is conducted by The Consortium which consists of Save the Children Federation (SCF), the Experiment in International Living (EIL) and World Education (WE). Phanat Nikhom is both a processing center and a transit center. Facing each other across a road, the two facilities have a combined population of about 20,000 refugees.

The majority of students are Cambodian and lowland Lao, with small numbers of Hmong, Mien, and other hill-tribe groups from Laos.

Students in Levels A and B follow a concurrent schedule of three hours of ESL, one and one-half hours of CO, and two hours of Pre-employment Training a day, five days a week, for 18 weeks, totaling 585 instructional hours. In addition to the daily ESL class, A-B level students are offered the opportunity to study in an optional Native and English Language Literacy Program (NELL). Native Language Literacy is designed for A-level students and teaches literacy skills in four target languages: Hmong, Mien, Lao and Khmer. English Language Literacy is designed for B-level students and helps students read and write the essential words and phrases in the ESL curriculum. Students study for two hours in the evening and are taught by refugee teachers. The refugee teachers are trained by Thai teachers who are native speakers of the target languages and supervised by a master teacher.

Students in Levels C, D, and E follow a concurrent schedule of three hours of ESL and one and one-half hours of CO a day, five days a week for 14 weeks with an additional 21 hours of listening laboratory. They may then enter the Maintenance Program for three hours a day for one month as they wait for A-B Level family members to complete the program.

Level A-E students study separate ESL and CO curricula concurrently as in Galang. The sequencing of ESL and CO topics is well coordinated; CO introduces a topic in the native language one or two days before it comes up in ESL. Both curricula are spiralled in such a way that the same topic is taught at two or three separate points over the 14-18 week period. Further integration of the two curricula is achieved by simulation exercises. These include a "downtown" (with a bank, supermarket, clothing store, and post office), a factory assembly line, a restaurant, and an "airplane walkthrough." Simulations enable teachers to observe and evaluate student performance in a setting that is evocative of a "real-life" situation.

ASSESSMENT INSTRUMENTS

ESL Placement Test

Since early 1981, all of the IESL programs in S.E.A. (and the Sudan) have been using the same test for placing ESL students in classes. This test, originally known as the CAL Placement Test (CALPE), was developed by the Center for Applied Linguistics for use in all of the Department of State-funded IESL programs. It was intended for use only as a placement test and can be administered quickly and easily to large numbers of students. One of its unique features is that it includes an evaluation of native language literacy. It was also designed to:

- help place students into homogenous ESL classes;
- refine placement of students in each level;
- identify students who can be placed out of the course;
- give general information comparing students' reading/writing and listening/speaking skills in English.

In October 1982 and again in 1983, CAL revised the CALPE. The revised placement test was renamed the ESL Placement Test (EPT). In many ways, the EPT resembles the CALPE; however, following are three major differences between the two tests:

- 1) In the EPT, a student is first placed only on the basis of the score on the oral section (on the blue card, described below); placement is then refined according to performance on the various literacy sections of the test. In the oral section, there are more questions and a wider range of difficulty is included.
- 2) Six forms of the EPT were developed.
- 3) The CALPE's one fairly difficult cloze passage was replaced with a series of three multiple choice cloze passages ranging in difficulty from elementary to more advanced.

In June 1981, regionally standardized cut-off scores for the CALPE were agreed upon and subsequently used by all programs. In an ESL meeting in August 1983, representatives from each site recommended the following regional EPT oral cut-off scores:

Level A	0 - 8 (Not literate in the native language)
Level B	0 - 8 (Literate in the native language)
Level C	9 - 12
Level D	13 - 19
Level E	20 - 23
Place out of IESL	24 plus

No fixed cut-off scores for the reading/writing sections of the test were recommended.

The EPT is printed on six color-coded cards which fit in a small envelope. Scores from each section and other student information are recorded on the back of the envelope. In addition to the evaluation, there are EPT Instructions which give directions for administration and scoring. The Instructions and an envelope containing the six color-coded cards for one form of the test can be found in the pocket on the inside front cover of this volume. The envelope and cards are actual samples of the evaluation instrument.

The contents of the envelope are as follows:

ORANGE CARD	<i>Native/Other Language Literacy:</i> assesses student's native language literacy skills. Directions and questions are written in each of the following languages: Chinese, Hmong, Khmer, Lao, Thai and Vietnamese. (In a separate version of this card developed for the Sudan Intensive Program, Amharic, Tigrinya, Italian, Arabic and French are assessed.)
CREAM CARD	<i>Alphabet/Numeral Literacy:</i> assesses student's basic skills with English letters and numbers. (This section is not scored.) <i>Basic Reading/Writing:</i> assesses student's ability to read and write basic English on a simplified form.
GREEN CARD	<i>Beginning Cloze:</i> assesses student's basic reading ability. It is administered only to students who have completed at least one item in the Basic Reading/Writing Section (cream card). <i>Elementary Cloze:</i> assesses student's reading ability on a slightly higher level than the Beginning Cloze section. It is administered only to students who have given at least one answer in the Beginning Cloze section.
GREEN CARD WITH SHADED CORNER	<i>Advanced Cloze:</i> assesses student's reading ability at a more advanced level. It is administered only to students who have given at least one answer in the Elementary Cloze section.
PINK CARD	<i>Free Writing Sample:</i> Students are asked to write a paragraph in English. It is administered only to students who have given answers to any of the items in the Advanced Cloze section.
BLUE CARD	<i>Oral Evaluation:</i> measures the student's ability to understand and speak basic survival English.

ESL Proficiency Test

The ESL Proficiency Test is a competency-based proficiency test developed by the Center for Applied Linguistics. The test emphasizes the ability to communicate, rather than pronunciation or grammatical accuracy per se. It is administered to a representative sample of 10% of IESL program participants.

The ESL Proficiency Test exists in two equivalent forms — A and B. Each form consists of two sections, a Core Section and a Reading/Writing Section. The Core Section tests listening comprehension, speaking and recognition of basic sight words and symbols. The Reading/Writing Section consists of functional reading and writing tasks. The reading tasks are: identification of sight words, basic reading for information and more complex reading tasks. The writing tasks include filling out forms and copying.

A Cultural Orientation Achievement Test is administered to a sample of students from all levels, and an additional Pre-employment Proficiency Test is given to a sample of students in Levels A and B who are enrolled in the Pre-employment Training component of the program. All three tests are administered under secure conditions; as a result, sample copies of the proficiency test battery cannot be made available for distribution.

IESL COMPETENCIES BY TOPIC AND LEVEL

The following competencies describe what can be expected of an average graduate from a particular level in the ESL component of the overseas refugee processing center training program. The graduate would be able to achieve the competencies listed at his/her level as well as the competencies of any preceding levels. The current list is a revised version of the September 7, 1983, competency list and is the result of a series of meetings with camp program implementors in Southeast Asia during the summer of 1983.

The competency statements have been organized in the following basic survival topics and are listed in alphabetical order:

Banking	Money
Clarification	Personal Information
Community Services	Post Office
Directions	Shopping
Employment -- Finding a Job	Social Language
Employment -- On the Job	Telephone
Health	Time
Housing	Transportation
Literacy	

The order of presentation of topics in this list does *not* reflect the actual teaching sequence in the program sites or the priority given to individual topic areas. Within each topic, the statements have been numbered consecutively for reference.

The competency statements are cross-referenced to the competency numbers of the Standardized Curriculum.

Banking

New Number		IESL Competency Number
LEVEL A		
B-1	Provide proper ID to cash a check or money order.	16.2
B-2	Endorse a check.	16.1
B-3	Ask to cash a check or money order.	16.1
LEVEL B		
B-4	Buy a money order.	10.2, 16.3
B-5	Ask for assistance in filling out a money order.	10.5
LEVEL C		
B-6	Fill out a money order, including date, amount, name of addressee, own name and signature.	10.5
LEVEL D		
B-7	Buy an international money order.	16.3
B-8	Fill out deposit/withdrawal slips.	16.5
B-9	Write a check.	16.5
LEVEL E		
B-10	Open a checking or savings account with assistance including filling out forms.	16.4
B-11	Read a savings account statement.	
B-12	Handle problems related to banking (e.g., lost passbook, error on statement).	
B-13	Ask about banking services (e.g., amount of interest, charges for money orders/checks).	

Clarification

New Number		IESL Competency Number
LEVEL A		
CL-1	Express lack of understanding. (I don't understand.)	1.6
CL-2	Ask someone to speak slowly.	1.6
CL-3	Repeat something when asked to do so.	1.7
CL-4	Ask someone to repeat.	1.6
CL-5	Ask how to say something in English in simple terms. (What's this?)	1.8
LEVEL B		
CL-6	Verify the name of something by asking simple yes/no questions. (Is this the post office?)	
LEVEL C		
CL-7	Use basic question words to get information and for purposes of clarification. (Where? Go where?)	Master List- clarification
CL-8	Give clarification in response to basic question words. (Trung is out. Who? Trung.)	
CL-9	Ask for clarification using partial repetition. (Go to the cafeteria. Go to the ?)	
CL-10	Ask someone to spell or write something.	
CL-11	Ask about the meaning and/or the pronunciation of a word.	
LEVEL D		
CL-12	Spell or write something for purposes of clarification.	
CL-13	Repeat instructions to verify comprehension. (Go to Room 4. Room 4?)	
LEVEL E		
CL-14	Ask for clarification by giving alternatives (Fifteen or fifty?)	
CL-15	Identify which part of instructions or explanation was not understood. (I don't understand what to do after I put these away.)	
CL-16	Ask for/give clarification with complete questions or statements. (Where should I go?)	
CL-17	Rephrase instructions to verify comprehension.	
CL-18	Rephrase one's own explanation/statement. (He's not here. What? He's absent.)	

Community Services

New
Number

IESL
Competency
Number

LEVEL A

(No competencies for Level A in this topic.)

LEVEL B

(No competencies for Level B in this topic.)

LEVEL C

- CS-1 Find out about the availability of adult ESL classes and training programs in the community (in English).

LEVEL D

- CS-2 Ask and answer questions about name of own or child's school, teacher and class times.
- CS-3 Write a note or call to explain an absence from school.
- CS-4 Read common signs found in recreational areas.
(NO SWIMMING, DO NOT LITTER.)
- CS-5 Report and describe a crime/emergency to police/proper authorities.

LEVEL E

- CS-6 Register oneself or family members for school.
- CS-7 Read and respond appropriately to written communication from a school, e.g., permission forms.
- CS-8 Discuss child's progress in school with teacher.

Directions

New Number		IESL Competency Number
LEVEL A		
D-1	Ask for locations of items within a building. (Where's the _____?)	8.1, 15.1
D-2	Ask for location of a place; e.g., bus stop, clinic. (Where is the _____?)	6.2, 12.3, Master List-oral direction
D-3	Respond to simple questions about destination. (Where are you going?)	
D-4	Read numbers on streets and buildings.	6.1, 12.2
D-5	Follow simple oral directions to a place. (Turn right/left. Go straight for _____ blocks.)	6.1, Master List-oral direction
D-6	Follow a simple hand-drawn map to locate a place in an already familiar setting when directions are also given orally.	
LEVEL B		
D-7	State location of own residence by giving address or by referring to familiar landmarks. (My apartment is near the hospital.)	
D-8	Follow oral directions to places in a building that are more specific than those listed in D-6 above. (Upstairs, Third Floor, to Room 14A)	6.2
LEVEL C		
D-9	State location of a place. (The school is on 16th Street.)	
D-10	Give simple directions to a place. (Turn right/left; the third house)	12.4
D-11	Use written information (name/address) to locate unfamiliar places or facilities.	
LEVEL D		
D-12	Find a place by following simple written directions.	
LEVEL E		
D-13	Use a map to find a place with assistance.	
D-14	Ask for and follow multiple-step directions to specific places within a building. (Go to the second floor and turn right. It's the third door on the left.)	

Employment - Finding a Job

New Number		IESL Competency Number
LEVEL A		
EF-1	State previous occupation(s) in simple terms. (What was your job in Vietnam? Cook.)	7.1
EF-2	State current job status. (Do you have a job? No. or Yes, janitor.)	7.1
EF-3	State own job skills in simple terms. (I can cook.)	7.2
EF-4	Identify common entry level jobs which can be held by those with limited English ability.	9.1
EF-5	State desire to work in simple terms at worksite or employment office. (When you help me? I need a job.)	9.2, 13.1
EF-6	Read "HELP WANTED" signs.	13.1
EF-7	Answer basic direct questions about pay, work availability and hours. (Is \$4.00 an hour OK? Yes. When can you start? Tomorrow. Can you work nights? Yes.)	13.2
LEVEL B		
EF-8	State job skills and occupations of family members in simple terms.	7.1, 7.2
EF-9	Respond to specific questions about previous work experience in native country and refugee center, using short phrases, including occupation, length and dates of employment. (Cook, 10 years, 1969-1979)	
EF-10	Fill out a simple job application form, including previous and/or current occupation(s) and dates of employment.	7.1.,
EF-11	Ask and answer basic questions about work availability, hours and pay. (What are the hours?)	13.2
LEVEL C		
EF-12	Inquire about job openings and determine a time for an interview in person.	13.1
EF-13	Ask and answer basic questions about work shifts, starting date, hours and payday. (I can work from 3-11 P.M.)	13.2

LEVEL D

- | | | |
|-------|--|------|
| EF-14 | Describe previous work experience, job skills, qualifications and training in detail, including degree of ability. (I can fix trucks. I have a lot of experience.) | |
| EF-15 | Read signs posted at a work site, agency, etc. advertising positions available; ask for clarification if necessary. | 13.1 |
| EF-16 | Indicate several general types of entry-level work in the U.S. and their respective duties, qualifications, and working hours (factory work, sort parts, no experience required, full-time). | 9.1 |

LEVEL E

- | | | |
|-------|---|------|
| EF-17 | Inquire about job openings and arrange for an interview on the phone. | 13.1 |
| EF-18 | Read classified ads and other types of job notices; ask for assistance when needed. | 13.1 |
| EF-19 | Fill out a standard job application form; ask for assistance when needed. | 7.1 |
| EF-20 | Begin and end an interview appropriately; answer and ask questions and volunteer information if necessary. | 13.2 |
| EF-21 | Find out about benefits for a new job; do so in an appropriate manner. | 13.3 |
| EF-22 | State own ability to use tools, equipment and machines. | 7.2 |
| EF-23 | State own personal strengths related to work. (I learn quickly.) | 7.2 |
| EF-24 | Make a follow-up call about a job application. | |
| EF-25 | Respond appropriately to an employer's decision about a job, whether accepted or rejected. ([I'm sorry. We cannot hire you.] Do you have any other openings?) | |

Employment - On the Job

New
Number

IESL
Competency
Number

LEVEL A

EO-1	Follow simple one-step oral instructions to begin and perform a task which is demonstrated, including simple classroom instructions. (Put these away.)	18.1
EO-2	Ask if a task was done correctly. (Is this right?)	
EO-3	Ask simple clarification questions about routine job tasks and instructions. (Please repeat, or Do this?)	1.6
EO-4	Acknowledge understanding of instructions. (OK. All right. Yes.)	
EO-5	Respond to direct questions about work progress and completion of tasks. (Are you finished? No.)	
EO-6	Ask supervisor/co-worker for help. (Can you help me?)	
EO-7	Respond to oral warnings/basic commands about safety. (Watch out!)	
EO-8	Read common warnings/safety signs at the work site. (DANGER)	18.1
EO-9	Give simple excuses for lateness or absence in person. (I was sick yesterday.)	18.2

LEVEL B

EO-10	Report work progress and completion of tasks. (I'm finished. What do I do now?)	
EO-11	Follow simple oral instructions which contain references to places and/or objects in the immediate work area. (Take this and put it on the shelf.)	
EO-12	Ask about the location of common materials and facilities at the work site. (Where's the supply room?)	
EO-13	Ask for permission to leave work early or to be excused from work. (Can I go home?)	18.2
EO-14	Give simple excuses for lateness or absence on the phone. (My name is Tran. Tell Mr. Brown I'm sick today.)	18.2

LEVEL C

EO-15	Ask/tell where a co-worker is.	
-------	--------------------------------	--

LEVEL D

- EO-16 Give simple instructions. (Put the _____ over there.)
- EO-17 Respond to supervisor's comments about quality of work on the job, including mistakes, working too slowly, and incomplete work. (I'm sorry. I won't do it again.)
- EO-18 Give specific reasons for sickness, absence, or lateness. 18.2
(I had the flu. I had to go to the doctor.)
- EO-19 Report a work-related problem to a co-worker or supervisor. (I don't have any more *paper*.)
- EO-20 Request a change in hours or position.
- EO-21 State intention to resign. (I will leave in two weeks.)
- EO-22 Request a letter of reference. (Please write a letter for me.)

LEVEL E

- EO-23 Fill out a W-4 form with assistance.
- EO-24 Give reasons for resigning from a job.

Health

New Number		IESL Competency Number
LEVEL A		
HEA-1	State medical problems in simple terms, including common ailments and injuries. (My arm hurts.)	5.1
HEA-2	Describe own general condition in simple terms. (I'm tired.)	5.1
HEA-3	Indicate where pain is located. (Here.)	5.1
HEA-4	Locate a limited number of medical facilities, including reading signs for HOSPITAL, EMERGENCY.	
HEA-5	Follow simple instructions during a medical exam. (Open your mouth. Take off your shirt.)	11.2
HEA-6	Buy medicine (prescription and familiar non-prescription).	11.3
LEVEL B		
HEA-7	Describe others' medical problems in simple terms. (His arm hurts.)	5.1
HEA-8	Make a doctor's appointment in person, giving own name, address, telephone number and name of doctor when asked.	5.2
HEA-9	Check in for an appointment.	
HEA-10	Ask doctor/nurse about own physical condition for treatment plan using simple language. (What's the problem?)	
HEA-11	Follow simple oral instructions about treatment. (Stay in bed. Drink water.)	11.1
HEA-12	Ask about and follow simple instructions for using medicine. (How much? How many?)	11.1
LEVEL C		
HEA-13	Describe symptoms associated with common illnesses.	5.1
HEA-14	Read time, date and name of doctor/nurse for a medical appointment (On Friday, March 13, 4:30) in person or from an appointment card.	5.2
HEA-15	Ask about the availability of an interpreter. (I need an interpreter. I speak Vietnamese.)	
HEA-16	Locate a limited number of facilities within a hospital by reading signs: e.g., X-RAY, LAB, PHARMACY.	
HEA-17	Read labels on prescription medicine, including common instructions and abbreviations. (Take 2 tsp. 3 times a day.)	11.1

HEA-18	Change or cancel a doctor's appointment in person.	5.2
HEA-19	Ask simple questions about a treatment plan. (Can I go to work?)	11.1
HEA-20	Report the nature of a medical emergency on the phone.	

LEVEL D

HEA-21	Make a doctor's appointment on the telephone, giving name, address, telephone number and nature of problem.	5.2
HEA-22	Call to report lateness for an appointment.	
HEA-23	State results of visit to doctor/clinic/hospital to friends or co-workers.	
HEA-24	Read labels on prescription medicine, including common warnings.	11.1
HEA-25	Read the generic names of common non-prescription medicines (aspirin, cough syrup).	11.3
HEA-26	Ask for assistance in a drugstore setting to locate common non-prescription medicines (aspirin, cough syrup).	11.3
HEA-27	Change or cancel a doctor's appointment on the telephone, giving a simple reason for the change.	5.6

LEVEL E

HEA-28	Fill out a standard medical history form with the use of bilingual reference materials.	
HEA-29	Explain own and others' medical problems in detail. (My back hurts when I lift heavy objects.)	5.1
HEA-30	Describe general medical history orally, including names of major illnesses.	
HEA-31	Name appropriate specialist to visit for common medical problems.	
HEA-32	Respond to questions about means of payment (e.g., insurance, Medicaid).	
HEA-33	Get information about a patient in a hospital, including room number and condition.	

Housing

New Number		IESL Competency Number
LEVEL A		
H-1	Answer simple questions about and state basic housing needs, including stove, refrigerator.	3.1
H-2	Ask how much the rent is.	14.1
H-3	Read "FOR RENT" signs.	14.1
H-4	Locate facilities within housing, including reading signs for ELEVATOR and FIRE ESCAPE.	3.2
H-5	Report household problems in need of repair in simple terms. (The refrigerator is broken.)	14.2
H-6	Report household emergencies by phone; give and spell name/address and give telephone number when asked.	14.3
LEVEL B		
H-7	Ask for information about housing, including deposit, location, furniture, utilities and types of rooms. (Utilities included?)	14.1
H-8	Make simple arrangements to view housing, in person.	
H-9	Request basic household repairs. (Can you fix my sink?)	14.2
LEVEL C		
H-10	Identify total amount due on monthly bills, with assistance.	
H-11	Pay monthly rent and bills with a money order or cash.	
H-12	Describe own housing situation, including costs, size and household members (\$300.00/month including heat).	
H-15	Arrange a time with landlord/superintendent to make household repairs.	14.2
H-16	Report the nature of a household emergency on the phone.	14.3
LEVEL D		
H-16	State needs and ask specific questions about costs, size, accessibility to transportation/community services, and conditions for rental of housing in person.	14.1
H-17	Make arrangements to move in or out of housing, including return of deposit.	
H-18	Pay monthly rent and bills by check.	

H-19 Follow special instructions on use of apartment/
housing, including use of common household appliances,
other equipment and laundry facilities. (Take out
the garbage on Thursday.)

H-20 Respond appropriately to complaints by neighbors/
landlord.

LEVEL E

H-21 Read and respond to classified ads and notices 14.1
for housing.

H-22 Explain cause or exact nature of household problem. 14.2
(The bathroom sink is leaking and there is water all
over the floor.)

H-23 State needs and ask specific questions about housing
rental agreement by phone.

H-24 Question errors on household bills in person or by phone.

Literacy

New
Number

IESL
Competency
Number

LEVEL A

- LIT-1 Recognize (read), say, copy and write from dictation numbers 0-60.
- LIT-2 Copy letters of the alphabet (upper and lower case).
- LIT-3 Identify written letters of the alphabet orally.
- LIT-4 Read and print (sign) own name.
- LIT-5 Copy basic personal information onto a simplified form.

16.1
1.1, 13.2,
Master List-
literacy

- LIT-6 Read two- or three-digit alpha-numerical signs (e.g., aisle numbers, bus numbers, flight numbers).
- LIT-7 Recognize a very limited number of common signs and sight words. (See other topics for specific examples, e.g., FOR RENT in Housing.)

Master List-
literacy

LEVEL B

- LIT-8 Recognize (read), say and write from dictation numbers 0-100.
- LIT-9 Read a limited number of common signs (e.g., OUT OF ORDER, MEN, WOMEN).

LEVEL C

- LIT-10 Recognize (read), say and write any number from dictation.
- LIT-11 Write letters and words when spelled.
- LIT-12 Read and pronounce common American names.

LEVEL D

- LIT-13 Follow instructions for filling out a form (e.g., "Print." "Don't write in this space").
- LIT-14 Write a short note/personal letter in English.
- LIT-15 Ask for help to correct a note/personal letter.
- LIT-16 Use a bilingual dictionary to find the meaning of a word.
- LIT-17 Ask for help in using a dictionary.

LEVEL E

- LIT-18 Fill out standard application forms; ask for assistance when needed.

Money

New
Number

IESL
Competency
Number

LEVEL A

- | | | |
|-----|--|-------------------------------------|
| M-1 | Read prices on tags or signs for food, clothing, housewares and other items marked in U.S. dollars, and distinguish dollars, cents and decimal points. | 4.3, 15.2,
Master List-
money |
| M-2 | Use money correctly to pay total amount requested orally or in written form (e.g., at a store, post office, vending machine). | |

LEVEL B

- | | | |
|-----|--|------|
| M-3 | Make or respond to a request for change
(Do you have change?) | 12.1 |
| M-4 | Use simple language to indicate that change is incorrect
(This is wrong.) | 15.2 |

LEVEL C

- | | | |
|-----|---|--|
| M-5 | Make or respond to a request for specific coins.
(Do you have a dime?) | |
| M-6 | Read names of coins on coin-operated machines. | |

LEVEL D

- | | | |
|-----|--|--|
| M-7 | Ask for correct change when incorrect change is received.
(I gave you \$20. You gave me change for \$10.) | |
|-----|--|--|

LEVEL E

- | | | |
|-----|--|--|
| M-8 | Report and explain problems in using coin-operated machines. | |
| M-9 | Describe personal income and expenses. | |

Personal Information

New Number		IESL Competency Number
LEVEL A		
PI-1	Identity self orally: Give name, ID/Social Security number, telephone number, country of origin, address, age, birthdate, marital status.	1.1, 13.2, Master List- personal ID
PI-2	Indicate which of own names are first, last (middle).	1.1, 13.2,
PI-3	Spell own name.	1.1, 13.2
PI-4	Write basic personal information, including name (first and last), ID/Social Security number, address and age on a simplified form.	1.1, 13.2, Master List- personal ID
PI-5	State own ability to speak English in simple terms (e.g., a little).	1.1, 13.2
PI-6	State own spoken language ability in language other than English (e.g., I speak Lao).	1.1, 7.2
PI-7	Report attendance in IESL/CO classes in processing centers. (e.g., Did you study English in a processing center? Yes.)	13.2
LEVEL B		
PI-8	Give name, relationship, age, and location of family members.	
PI-9	Identify own ethnic group. (I'm Hmong.)	1.1
PI-10	Fill out a simple form, including items from PI-4 and signature, country of origin, birthdate, marital status, sex, and title (e.g., Mr/Ms).	Master List- personal ID
PI-11	Spell basic personal information words listed in PI-1 above for purposes of clarification (name, country of origin, address).	
PI-12	Give names of familiar people (e.g., sponsor, teacher).	19.1
PI-13	State own ability to read and write in English and any other languages.	1.1
PI-14	Respond to simple questions about attendance in IESL/CO classes, including location of processing center, of stay in centers and length of English study.	13.2
PI-15	State number of years of previous education and/or study of English, in addition to IESL/CO Program.	7.3

LEVEL C

PI-16	State or write own birthplace, citizenship and maiden name.	Master List- personal ID
PI-17	Answer basic questions about educational background, including dates and location.	7.3
PI-18	Provide information about sponsor, including name (agency/contact person), address and phone number.	19.1

LEVEL D

PI-19	State or write names, relationships, ages of family members.
-------	--

LEVEL E

PI-20	State or write down physical characteristics, including height, weight, color of hair and eyes.	
PI-21	Describe areas of study in previous education.	7.3
PI-22	Describe general content of pre-arrival training in refugee processing centers.	7.3

Post Office

New Number		IESL Competency Number
LEVEL A		
POF-1	Locate places to mail letters (U.S. MAIL, POST OFFICE).	10.3
POF-2	Correctly address an envelope/package, including return address.	10.1
POF-3	Ask for stamps and other basic postal supplies in a post office (e.g., aerogrammes).	10.2
LEVEL B		
POF-4	Locate places to mail letters, including mail slots in a post office.	10.3, 10.4
POF-5	Respond to clarification questions about the destination of a package or letter.	
LEVEL C		
POF-6	Fill out change of address form with assistance.	10.6
LEVEL D		
POF-7	Ask for information about cheapest, fastest, safest means of mailing letters and packages (e.g., surface vs. airmail).	10.2
LEVEL E		
POF-8	Fill out postal forms with assistance, including letter registration forms and customs declarations.	10.7

Shopping

(Includes Food, Clothing)

New Number		IESL Competency Number
LEVEL A		
SH-1	State basic clothing needs, including color and size.	2.1, 15.2
SH-2	State basic food needs. (I need rice.)	4.1
SH-3	Read aisle numbers (2B).	8.1
SH-4	Request size (small, medium or large) for a specific item in simple terms. (Do you have a small?)	15.2
SH-5	Differentiate sizes by reading tags (S, M. or L; 8, 10, 12).	15.2
SH-6	Ask the price of food, clothing or other items in a store.	8.2, 15.2
SH-7	Read a limited number of basic store signs (IN, OUT, SALE).	8.2, 15.1
LEVEL B		
SH-8	Ask for information about places to buy food/ clothing/household items and their locations. (Where can I buy_____?)	8.4, 15.3
SH-9	Ask for food using common weights and measures. (One pound of hamburger, please.)	8.2
SH-10	Read a limited number of abbreviations for common weights and measures in a supermarket (e.g., lb., qt.).	8.2
SH-11	Read common store signs (e.g., EXIT, STAIRS, UP, DOWN, CASHIER).	8.3, 15.1
SH-12	Ask about and read signs for store hours (OPEN, CLOSED, A.M./P.M., 9-5) and abbreviations for days.	8.4, 15.3, 16.2
SH-13	Order and pay for food at a fast food restaurant.	17.1
LEVEL C		
SH-14	Read names of common food items.	8.2
SH-15	Locate cashier and indicate means of payment, i.e., cash, food stamps, check, when paying for merchandise.	8.3, 15.2
SH-16	State satisfaction/dissatisfaction with clothing in terms of fit, color, price. (This is too big.)	15.2
SH-17	Request a different size/price. (Do you have a bigger/cheaper one?)	15.2

SH-18	Ask about prices in simple terms for purposes of comparative shopping. (Which is cheaper?)	15.2
SH-19	Ask for a receipt.	
SH-20	Read expiration dates. (Exp. 4/8/84)	8.3
LEVEL D		
SH-21	Find out the cheapest places to buy food, clothing and other items.	
SH-22	Locate items in supermarket/store by reading common section/department signs (Produce, Men's Clothing).	15.1
SH-23	Read a variety of store signs indicating sales or special prices (Reduced, Today Only).	8.2, 15.2
SH-24	Request a particular color or style of clothing (light blue, short-sleeved).	15.2
SH-25	Return/exchange merchandise.	
LEVEL E		
SH-26	Read unit price signs to compare prices of similar food items.	
SH-27	Read supermarket/department store newspaper ads and/or use coupons for comparative shopping.	8.3
SH-28	Ask about and follow oral instructions for care of clothing or read labels on clothing in symbols and words (hand/machine wash).	15.5
SH-29	Give reasons for returning or exchanging merchandise.	
SH-30	Find merchandise by reading a department store directory.	
SH-31	Recognize names of different types of stores (e.g., Hardware, Jewelry).	

Social Language

New Number		IESL Competency Number
LEVEL A		
SO-1	Introduce oneself using simple language.	1.2
SO-2	Introduce family, friends and co-workers using simple language.	1.3
SO-3	Give and respond to simple greetings.	1.4
SO-4	Say goodbye using simple, short phrases. (See you tomorrow.)	1.5
SO-5	Answer simple questions about personal background and family.	
SO-6	Excuse oneself for being late. (I'm sorry I'm late.)	1.9, 18.2
SO-7	State food and drink preferences in social situations or on an airplane using simple language. (Do you want coffee? No. Tea, please.)	17.1, 19.2
LEVEL B		
SO-8	Make and respond to invitations and offers using simple language (e.g., to have a drink/meal, to go to someone's home, to go out to a movie).	
SO-9	Act as a guest or host, using very simple language. (Please come in.)	17.2
SO-10	Give and receive simple compliments about food, clothing, or housing. (This is very nice. Thank you.)	15.4, 17.2
SO-11	State likes and dislikes using simple language. (I like tea.)	4.2
SO-12	State general feelings in simple terms. (I'm tired.)	5.1
LEVEL C		
SO-13	Ask and answer simple questions about daily activities. (What time do you finish work?)	18.3
SO-14	Ask simple questions about another person's name and background. (Who's that? Where is she from?)	
SO-15	Ask permission to use or do something. (Can I smoke here? Can I use the phone?)	

LEVEL D

SO-16	Talk about personal interests and hobbies. (I like to cook.)	18.3
SO-17	Give basic information about the journey from native country to the U.S.	1.4
SO-18	Initiate and respond appropriately to a variety of greetings and leave-takings.	1.4
SO-19	Ask for or offer assistance (e.g., for a ride, to lift something).	
SO-20	Thank someone for help or for a gift in a variety of ways.	

LEVEL E

SO-21	Make "small talk" with co-workers/neighbors about personal background, weekend plans, recent experiences, weather, traffic.	18.3
SO-22	Identify others by description rather than by name. (The woman with the long hair and brown skirt)	
SO-23	Discuss differences between native country and the U.S. in simple terms. (In my country we eat rice every day.)	
SO-24	Respond appropriately to offers and invitations, including accepting, declining and showing uncertainty.	17.2
SO-25	Ask about appropriateness of actions according to customs/culture in the U.S. (Is it all right to wear my shoes in the house?)	
SO-26	Ask for help to resolve personal problems.	

Telephone

New
Number

IESL
Competency
Number

LEVEL A

- TE-1 Recognize symbol for public telephone.
TE-2 Dial a telephone number.
TE-3 Identify oneself on the phone. (This is Tran.)
TE-4 Respond to simple request to "hold" on the phone.
TE-5 Report an emergency (fire, theft or medical emergency) to police from a home phone; give and spell name/address and give telephone number when asked).

Master List-
telephone

5.2, 14.3

LEVEL B

- TE-6 Ask for someone on the phone. (Is Larry there?)

Master List-
telephone

LEVEL C

- TE-7 When answering the phone, locate the person requested or indicate that the person is not there.
TE-8 Report the nature of an emergency on the phone (i.e., fire, medical, police).

14.3

LEVEL D

- TE-9 Ask for help to make a long-distance call.
TE-10 Take name and phone number of caller when necessary.
TE-11 Respond appropriately when dialing/answering a call to a wrong number.

Master List-
telephone

LEVEL E

- TE-12 Take a short phone message. (Dr. Smith called. Call him back at 10:00.)
TE-13 Leave a short phone message.
TE-14 Use the telephone book to find telephone numbers, area codes and long distance rates.
TE-15 Call the information operator to get telephone numbers and area codes.
TE-16 Ask for assistance to use a pay phone.
TE-17 Make and receive a collect phone call.
TE-18 Respond appropriately to recorded messages and instructions. (At the sound of the tone, leave your name and number.)

Master List-
telephone

Time

New
Number

IESL
Competency
Number

LEVEL A

TI-1	Ask and answer basic questions about time (e.g., hours and days).	Master List-time
TI-2	Read and write digital and clock time on the hour and half-hour.	Master List-time
TI-3	Write time on the hour, half-hour and quarter-hour when heard in digital terms. (Ten-fifteen)	
TI-4	Read days of the week.	Master List-time

LEVEL B

TI-5	Read months of the year and their abbreviations.	Master List-time
TI-6	Read abbreviations for days of the week.	Master List-time
TI-7	Read and write dates when expressed in numbers, and months when expressed in words (5/10/82; May 10, 1982).	Master List-time
TI-8	Read and write any time expressed in digital terms (10:23 A.M.).	

LEVEL C

TI-9	Ask about and give dates.	
TI-10	Fill in date as requested on a variety of forms.	

Transportation

New Number		IESL Competency Number
LEVEL A		
T-1	Ask about local bus and/or train fares.	12.1
T-2	Read symbols or signs for "BUS STOP," "WALK/DON'T WALK."	6.1
T-3	Read numbers on buses.	6.2, 12.2
T-4	Follow basic instructions on bus/train/plane given orally and on signs (FASTEN SEAT BELT, NO SMOKING).	12.2, 19.2
T-5	Ask for information or assistance in an airport, bus or train station. (Where is Gate 10?)	19.1
T-6	Ask for information about facilities on buses/ trains/planes. (Where's the toilet?)	19.2
LEVEL B		
T-7	Buy tickets for long-distance/city-to-city travel (bus, train, plane).	12.1
T-8	Ask for information about schedules and destination in simple terms. (Market Street?)	12.2
T-9	Ask for a transfer.	12.2
T-10	Identify means of transportation used. (I go by car.)	
T-11	Respond to and ask basic questions about one's own/ others' departure/arrival times. (When are you leaving?)	19.1
T-12	Ask for help in finding baggage, sponsor or family members in an airport, train or bus station.	
LEVEL C		
T-13	Read procedural signs in airport or bus/train station (Baggage Claim, To Gates 6-14, Tickets).	6.1, 12.2
T-14	Answer questions about own route to school or work. (I take bus #15).	
T-15	Ask when or where to get off or on a local bus/train. (I'm going to the post office. Where do I get off?)	12.4

LEVEL D

T-16	Read signs indicating bus/train routes, destinations, street names.	6.2
T-17	Ask where a bus/train is going, where it stops, and which buses/trains stop at a given location.	12.2
T-18	Find out the fastest and cheapest way to a place.	
T-19	Read arrival/departure information board in airport or bus/train station.	12.2

LEVEL E

T-20	Read bus/train/plane schedules with assistance.	12.2
------	---	------

GENERAL TECHNIQUES

Introduction

This section is composed of descriptions of general techniques that are used to present the material in the Standardized Curriculum. These techniques are not all-inclusive, but representative of techniques used in the Southeast Asian programs.

For users of the manual who are new to teaching English as a Second Language, the section provides a beginning repertoire of techniques. For those who have been teaching ESL, a number of the techniques may be familiar. Some are expansions or adaptations of well-known techniques; others are site-generated and represent trial and experimentation in teaching a competency-based survival ESL curriculum. In any case, the section should be viewed as a working one; users are encouraged to make additions, adaptations, and deletions to suit their individual student's needs.

This section is divided into two parts — submissions from Volume II of the ESL Resource Manual and submissions made for this manual. Each activity in the ESL Activity Section is referenced to one or more of these techniques. When using the activities, refer to these sections for additional information.

GENERAL TECHNIQUES: 1981

SUBMITTED in 1981 for Volume II of the ESL Resource Manual

Oral Dialogues
Disappearing Dialogues
Line-Gram Dialogues
Written Dialogues
Repetition Drills
Substitution Drills
Rejoinder Drills
Chain Drills
Concentric Circle Drills
Direction Drills
Chanting
Dictation
Memory Game
Categories
Elicitation Using Pictures
Pass and Switch
Skits
Role Play
Listening Cloze
Jigsaw Listening
Scrambled Sentences
Scrambled Pictures
Scrambled Words

Oral Dialogues

Purpose

- To improve students' speaking and listening skills
- To familiarize students with natural utterances and conversational exchanges related to the competencies

Directions

The teacher introduces the characters, frequently two, in the dialogue by using stick-figure drawings or pictures. Then the teacher acts out the dialogue several times, taking both parts and concentrating on presenting the general meaning, pronunciation, rhythm, stress, and intonation of the utterances. Visuals or props can be used to dramatize the dialogue.

The next step is for the students to practice repeating each line of the dialogue. This can be done using the *repetition-drills* technique.

After the students can repeat each line accurately, the teacher takes one part of the dialogue, and the whole class the second. After the dialogue is practiced several times, the roles are reversed. Then one half of the class takes the first part with the other half taking the second. After the dialogue is practiced several times, the roles are again reversed.

Finally, in pairs, students practice the dialogue. Both students should practice both roles. At this stage, the teacher can circulate and monitor the students' performance, correcting where necessary.

Variation

A *substitution drill* or *disappearing dialogue* can follow.

Notes

Two-line dialogues are appropriate for lower level students. Generally dialogues are about six to eight lines long.

Depending on whether or not the students are literate and on whether or not the teacher wishes to emphasize listening comprehension, the dialogue can be written on the board. See *written dialogues* for suggestions as to how writing dialogues can be used.

For several of the competencies there are one or more dialogues showing typical conversations related to the competencies. In some cases dialogues from one competency can be used to continue or expand dialogues for a later competency. These continuations can be used at the teacher's discretion, depending upon the ability of the students to handle the additional material.

Disappearing Dialogues

Purpose

To practice a dialogue

Directions

After following the general technique described as *oral dialogues*, the teacher writes the dialogue being practiced on the board and erases every fifth word. A dash is left instead of a word.

Example: Excuse me. Would you like some coffee?
No thanks. But I would like tea.

The preceding becomes:

Excuse me. Would you ____ some coffee?
No, thanks. ____ I would like tea.

Using the *oral dialogues* technique, i.e., teacher-whole class, half class-half class, student-student, the students practice the dialogue.

Next the teacher erases more words, how many depending on the students' ability.

Example: Excuse me. Would you like some coffee?
No, thanks. But I would like tea.

The preceding becomes:

Excuse ____ . Would you ____ some ____ ?
No, ____ . ____ I ____ like ____ .

The *oral dialogues* technique is used again. This time students are supplying more missing words as they say the dialogue.

This process is repeated until there are no words on the board, only dashes and punctuation.

Example:

____ . ____ . ____ . ____ . ____ . ____ . ____ ?
____ , ____ . ____ . ____ . ____ . ____ . ____ .

At this point the students should be able to recite the dialogue completely. This can be done in pairs.

Variation

As a final step, the students can dictate the dialogue back to the teacher or to a student who fills in the blanks on the board.

Line-Gram Dialogues

Purpose

To introduce or practice a dialogue

Directions

The teacher draws a line-gram on the board representing the lines of the dialogue. Each word is represented by a line; all punctuation is included.

Example: What's your last name?

My last name is Thao.

The preceding becomes:

_____ ?
 _____ .

The teacher models the dialogue, following the steps in the *oral dialogues* (see General Techniques). In order to help the students with rhythm, stress and intonation, the teacher uses a pointer to tap out the lines while s/he is modeling them. The teacher can also tap out the lines while the students are repeating.

Variations

- As students master the first pairs of lines, more lines can be added and tapped out. The teacher may want to continue to tap out the initial lines in order to keep the students' memories fresh.
- Students can also clap or tap out the lines.

Note

The lower the level, the simpler and shorter the line-grams should be, at least initially. As students become more proficient and gain confidence, the complexity and length of the line-grams can be increased.

Written Dialogues

Purpose	To provide practice in reading and writing dialogues
Directions	The teacher first follows the directions for <i>oral dialogues</i>. After the students have shown at least a partial oral mastery of the dialogue, the directions for <i>disappearing dialogues</i> can be used. The teacher stands at the board and writes, after prompting the dialogue with a visual or the first line, exactly what the students dictate. If the students make a mistake, the teacher records it on the board exactly as it was told. If anyone catches the mistake, the teacher corrects it. If no one catches it, the teacher points it out and then sees if anyone can correct it. If there are still problems in recognizing and correcting a mistake, the teacher should prepare a review on the point for presentation at a later time.
Variations	• The students can simply copy the dialogue and then practice the lines as homework. It is better if this is done after there is partial oral mastery of the dialogue. • The teacher can dictate the dialogue to the students using the <i>dictation</i> technique.
Note	This kind of technique should be used only with literate students.

Repetition Drills

Purpose

To improve students' speaking and listening skills by providing practice of new or weak structures and/or vocabulary

Directions

The teacher models an utterance, usually a sentence or a phrase, and the students repeat, first in a large group, then in smaller groups, and finally individually. Pictures can be used to reinforce the utterances.

Example: Teacher/T: I'd like chicken.
Student/S: I'd like chicken.
T: I'd like rice.
S: I'd like rice.
T: I'd like tea.
S: I'd like tea.

Variation

Longer lines can be broken into segments and repeated from the end of the line, i.e., backward buildup. For example, given the line "I'd like chicken," the repetition drill can be done as follows:

Example: T: chicken.
S: chicken.
T: like chicken.
S: like chicken.
T: I'd like chicken.
S: I'd like chicken.

Backward buildup is especially suited for longer utterances which the students may have difficulty recalling.

Note

This drill is usually done as a prerequisite step to a *substitution drill*.

The segment should be modeled, then practiced with natural sentence intonation.

Substitution Drills

Purpose

To improve students' speaking and listening skills by providing practice of new or weak structures while varying and expanding vocabulary

Directions

The teacher models the first utterance which the students repeat; first, in a large group; then, in smaller groups; and finally, individually. This is really a *repetition drill* which serves as an introduction to the *substitution drill*.

Then the substitute item is given as a cue. This can be done by showing a picture or by saying the word(s) or by doing both. The students then say the entire phrase or sentence, at the same time substituting the new cue in the previously modeled sentence. To continue, the teacher produces the next cue and the students respond with the complete utterance.

Example: I need a blouse.

Cue: "shirt" or a picture of a shirt

I need a shirt.

Cue: "dress" or a picture of a dress

I need a dress.

Variations

- To cue substitutions, cubes with the words (or pictures) to be substituted can be used. One word or picture is placed on each side of the cube. The teacher or a student throws the cube. Whatever comes up is the cue.
- Another device that is used to cue students is a chart containing a series of from six to eight frames. In each frame there is a picture or word to be used as a cue. The pictures/words can be arranged in sequence if that is appropriate for the drill, or they can be in random order. The students then proceed through the frames one by one. Thus, the teacher is no longer saying the cue.

Note

The item substituted can be any part of the utterance.

Rejoinder Drills

Purpose

To elicit appropriate responses in two-line dialogues.

Directions

The teacher says the first line in the two-line dialogue. The student supplies the second line. The appropriate rejoinder can be cued by a word or phrase given orally or written on a card, or by a picture.

Example: T: What's the matter?
 Cue: picture of stomachache
 S: I have a stomachache.
 T: What's the matter?
 Cue: picture of a headache
 S: I have a headache.

Variation

The teacher can do this with the whole class, parts of the class, or individual students. Students, in pairs, can also use this technique.

Notes

If pictures are used as cues, they should be as clear as possible. No unnecessary details should be included. Pictures can be used to set a scene as well as to cue the rejoinders.

This is a good review activity.

Chain Drills

Purpose	To practice asking and answering questions
Directions	The teacher begins the chain by asking one student a question: "What's your last name?" The student answers, and then that student asks another student the same question. The chain continues until all the students have asked and answered the question. Usually the chain goes up and down the rows.
Variations	• Students sit in a circle and the chain goes around the circle; or students can ask anyone of their choice. • To keep the pace quick and lively, students can toss a beanbag or ball back and forth; first, asking the question; then, throwing the beanbag or ball to the student they want to answer. • To keep everyone involved, the teacher can periodically ask questions in the third person singular, e.g., "What's her/his last name?" and request another student to answer.
Note	This activity promotes student involvement and gives the teacher time to monitor student performance.

Concentric Circle Drills

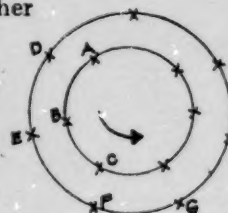
Purpose

To provide practice in asking and answering questions

Directions

The teacher directs the students to stand or sit in two concentric circles so that the students are in pairs facing each other

The teacher writes one question on the blackboard, a question with which the students have already had some practice. Both students in a pair ask and answer the question to each other. After this, the students in the inner circle move one person to the left. For example, *A* asks and answers first with *D* and next with *E*. *B* is first with *E* and next with *F*, etc.



Each time the inner circle moves, the teacher writes a new question on the board, and each student asks and answers all questions with the new partner.

Variation

After five or six questions, the teacher may erase one question (starting with the first one) each time a new question is added. This helps the students to question and answer more naturally.

Note

Students usually become so involved in this activity that they forget to speak in their own language. After 3 or 4 questions, they often begin greeting their new partner in English. The repetition of questions and answers also helps students to polish their answers. The teacher is free to monitor and correct. A lot of peer correction also takes place.

Direction Drills

Purpose

- To practice giving and following directions
- To improve listening and speaking

Directions

The teacher demonstrates a series of directions while the students watch and listen. The students then follow directions while the teacher gives them. The students then practice saying the directions. A *repetition drill* may be used here. Next, the class is divided in half. One half gives the directions, while the other half follows them. The last step is having the class divided into pairs, with each member of the pair practicing giving and following the directions.

The directions may be simple and short.

Example: 1. Close the door.
2. Open the window.

Or they may be longer and involve props and dialogue.

Variations

- A pair of students can give and follow the directions in front of the rest of the class.
- A student can give the directions for the rest of the class to follow.
- If the students are literate, the directions can be written on the board and copied by the students.

Note

It may not be necessary for the students to give the directions, for example, "Fill out this application," or "Sign here." They may only have to follow these directions. In these cases, especially if the level of the students is low, they should not be required to learn how to say them. The above techniques should then be adjusted accordingly.

Chanting

Purpose

To practice the rhythm, stress, pronunciation and intonation of English

Directions

Jazz Chants, a creation of Carolyn Graham, are used in the Intensive ESL/CO Programs. The users of this manual are referred to her book *Jazz Chants, Rhythms of American English for Students of English as a Second Language* (see Bibliography) for a description of Jazz Chants as well as a discussion of how to use them.

Chanting, i.e., repeating over and over, can be used in *repetition*, *substitution* and *rejoinder drills*. When chanting, attention should be given to keeping normal English rhythm, stress, pronunciation and intonation. While utterances are being chanted, their rhythms and stresses can be tapped out.

Variation

If a student says an utterance with incorrect rhythm and stress, the teacher can tap out the correct rhythm/stress without saying any words. During the tapping the teacher asks the student to listen carefully. The student then tries to say her/his utterance correctly. Students can also tap out rhythms/stresses for other students.

Note

Chanting is a technique for practicing what is spoken. Sentences that occur only in writing should not be chanted.

Dictation

Purpose

To practice listening, spelling, reading and writing skills

Directions

The teacher reads the dictation through once. The students just listen and don't write.

The teacher rereads the dictation for the students to write. The teacher reads slowly, phrase by phrase. Punctuation can be included. Each phrase can be repeated once during this reading.

The teacher reads it through again. During this reading the students are instructed to try to correct their own work.

Dictation can be corrected in any of several different ways:

- The teacher can call in the papers. In "correcting" the dictation s/he points out the errors by circling them rather than correcting them. The dictations are returned to the students and they correct them by writing the corrections above the circles. Thus, the benefit of the correction lies with the student rather than with the teacher.
- Copies of the dictation are handed to the students who correct their work with the teacher's help.
- Students go to the board to write individual sentences or sections of the dictation.
- Students are put into pairs or small groups to compare their work. Any of the above can then be done.
- Students exchange papers and correct each other's dictation. As in the first option, errors can be circled rather than corrected. Papers are returned to the owners with the direction that the owners correct the mistakes. If there is any disagreement as to the errors, the teacher is called in as the immediate mediator.

Variation

Have all students put their pencils and papers away. No one is to write while the teacher is reading the story. The teacher reads the story three times. The teacher can read slowly, but the intonation should remain the same. After reading the story, the teacher asks students to come forward to write on the board or a sheet of paper all the phrases they can remember. The teacher should first ask the slower students to write the words as they will probably remember key nouns and verbs. Then the faster students can be asked, as they will probably remember more. During this time there should be no pencils or papers on individuals' desks. As a class the students, with the teacher's help if necessary, complete the story. The teacher then asks a few questions from the story.

Notes

Dictations can be done on any level, assuming, of course, that the students are literate. The dictation should be at least a couple of sentences but no longer than three paragraphs in length.

Lower level students should be familiar with the language of the dictation. Unknown words and structures can be confusing and frustrating. For higher students it might be useful to include a few unfamiliar words or structures to challenge them.

Memory Game

Purpose

To practice recall of vocabulary or a dialogue relevant to a picture

Directions

The teacher divides the class into two teams of equal size and then shows the entire class a picture for a very short time, about five seconds. No writing is allowed during this time. Next, the teacher asks members of each team to recall as many words, phrases or sentences as possible that are relevant to the picture. At this stage teams can write down what they remember. Each team earns one point for every correctly recalled utterance. The team with the most points wins.

Variations

- In order to win a point, the team must spell the words in the utterance correctly.
- Before showing the picture, the teacher tells the students to find as many words as possible beginning, for example, with the letter *M*, or as many verbs as possible. The team with the most points wins.

Note

This is a good review activity.

Categories

Purpose

To learn vocabulary items by categorizing them

Directions

The teacher takes pictures, either magazine cutouts or line drawings, and mounts them on cardboard. The pictures should all be relevant to the topic, situation, or competency being studied. Students, individually, in pairs, or in small groups, must sort the cards into categories. The student or team that sorts correctly and can identify all the items wins.

Example: Cards: furniture and appliances
Sort the cards according to which
furniture and appliances belong in
which room of the house.

Variation

This technique can be used with realia as well.

Elicitation Using Pictures

Purpose	To elicit student-centered conversations about pictures
Directions	The teacher shows the students a picture and asks them to describe it, perhaps also asking questions about each vocabulary item or situation. Example: What is it used for? Where is it found? What does it look like? Who uses it? How do you use it? What do you need this for?
Variation	Questions can be scaled up or down depending on the level of the students. Acceptable responses can be single words, phrases, or complete sentences.
Note	This technique can be used as an introduction to a topic or lesson as one way to diagnose how familiar students already are with the relevant language. It can also be used as a refresher or review activity.

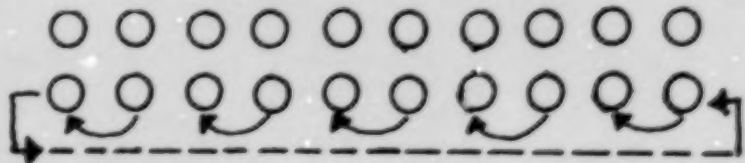
Pass and Switch

Purpose

To practice asking and answering questions based on pictures

Directions

Students are placed in pairs in two lines facing one another.



Each student on one side has a picture. S/he shows her/his picture to her/his partner across the way and asks a question about the picture. The partner gives an answer to the question. When all the pairs are finished, the teacher says, "Pass." Each student passes her/his picture to the next student. The teacher brings the picture from the student on the end to the first student in the line. The process is repeated as many times as desired or until the first picture arrives back to the person it started with.

When the teacher calls "Switch," the students give the cards across to their partners and they change roles asking and answering questions.

Skits

Purpose

To practice language skills through the creation of real-life situations in the classroom

Directions

A skit is a short play. Skits can be created by the students with the help of the teacher or created by the teacher for the students.

In the former case, the class can be divided into groups to work on separate skits or to work on parts of one larger skit. The students are given a situation or series of situations in which to use their English. The students can create and assign roles, develop the dialogue, gather props, and direct the action. The skit is then practiced and presented. While the students are working on the skit, the teacher is circulating, helping where needed. It is recommended that the teacher give a final check before the skit is presented to the rest of the class.

Skits can also be written by the teacher for the class. The teacher selects a focus, e.g., a competency with its accompanying language, and writes a short play. The skit is presented to the class. The culminating activity would be the presentation of the skit by groups of students to the rest of the class.

Note

Generally, the language students use in the skits should have already been introduced and practiced. Especially if the students are going to generate their own skits, they should have some language ready to incorporate in them.

Role Play

Purpose

To practice speaking and listening skills by creating real-life situations in the classroom

Directions

In the broadest sense a role play is when a person assumes a role or part, uses the language and carries out the actions associated with that role. The role play may or may not involve props and/or costumes.

Generally students should be familiar with/have practiced the language they are going to use in a role play. Students can role play using a few lines of dialogue or a complete dialogue they have worked on. Or they can write the dialogues they will use in their role plays. Examples of role plays using all of the preceding can be found in the ESL Activities section.

Variations

- The teacher divides the students into small groups or pairs. Each student is given a part to play, a role. This part can be described verbally or can be written on a card.

Example:

Student 1

You are the sponsor
of a refugee.

Student 2

You are a refugee.
Telephone your
sponsor and invite
her/him to dinner
at your home.

- Each group or pair has a few minutes to practice before performing for the whole class. While the groups are practicing, the teacher can circulate and give help where it is required. After the role play, the teacher can give individual feedback to each group.

Instead of being assigned roles, each group or pair can develop their roles based on a picture cue. Some examples are a picture of a doctor and patient or of a customer and a salesclerk at a department store.

Listening Cloze

Purpose

To provide practice in listening for selected vocabulary

Directions

The teacher shows a picture to the students and tells them a story about it or acts out a dialogue about it. The teacher repeats this story or dialogue several times and then gives each student a paper with the same story or dialogue written on it, but with several blanks instead of words. The teacher reads the story or dialogue again, line by line. The students try to fill in the blanks as they hear the word(s). The teacher should repeat the story or dialogue one more time, with the students trying to correct mistakes while it is being read.

Example: Picture: weekend activities

What did you do last weekend?

I played volleyball.

What did you do last weekend?

I went swimming and watched TV.

Students receive one point for each blank filled in correctly.

Variations

- Leave blanks for some of the words. For example, erase every 3rd, 5th, 9th, etc. word.
- Leave a blank for content words that need to be drilled, e.g., all verbs.
- Instead of a story or dialogue, songs, newscasts from the radio or any kind of speech can be used.
- To provide extra help, the teacher can list several alternatives for each blank. Students must select the correct answer based on their listening.

Notes

The first line should contain no blanks.

The teacher can help the students to fill in the first blank to show them what to do.

Jigsaw Listening

Purpose

To provide practice in intensive listening to an American English speaker

Directions

The teacher introduces the lesson by explaining that the class will be divided into three groups. Each group will listen to a taped story and answer a set of questions about the story. Each group will work with a different part of the same story. Therefore, each of the three tapes will be different and each group's set of questions will be different. After listening to their tapes, the groups will meet as one class to piece together the story as a whole.

After introducing the exercise, the teacher divides the class into three groups and gives each group a tape recorder, a prerecorded tape of an American reading a story, and a set of questions. Each group then listens to the story several times through to get the gist of their part of the story. Next they begin to listen more closely in order to answer the questions. During this part of the activity, the teacher circulates around the room providing help where it is needed. When all groups have finished answering their questions, they meet as one class to piece together the story as a whole.

Notes

- The stories and accompanying questions must be clearly written. Information should not conflict.
- Some teachers find it useful to separate the three groups so that they will not overhear the tape of another group.
- The groups should be basically equal in ability, i.e., each group should have strong, average and weak students in it.

Scrambled Sentences

Purpose

To provide practice in sorting sentences into a logical sequence, making a story or a dialogue

Directions

The teacher cuts a story or a dialogue into strips with one sentence on each strip. Then, in small groups or pairs, the students must put the strips into a logical sequence. Each small group or pair is given one complete story or dialogue. Students should look for clues to ordering: either obvious clues like time adverbials, e.g., first, second, next, today, tomorrow, then; or covert clues, e.g., steps in a prescribed sequence.

Variations

- The teacher can divide the class into teams and give each team the same story or dialogue cut into strips. The team that arranges its strips into a logical sequence first wins.
- Each student is given a strip and asked to memorize her/his sentence. After a few minutes the strips are collected and the students put themselves into a logical story line.
- Questions and answers can also be scrambled. First, the questions and answers are cut into strips. Then, the questions and answers are separated and scrambled. Students, in groups or pairs, must match the correct questions and answers. Or individual students are given either a question or an answer. They then move around the room to find their correct "match."

Scrambled Pictures

Purpose

- To provide practice in describing a process or sequence
- To promote left-to-right reading skills

Directions

The teacher prepares a group of pictures, cutouts, stick-figure drawings or line drawings, with one picture for each action or frame in the narrative. For example, the pictures could describe the usual sequence for writing and mailing a letter. Each small group of students is then given a set of pictures and must arrange them in the appropriate sequence.

Variations

- The teacher shows the students the sequenced set of pictures and tells a story about the pictures, controlling structure and vocabulary at an appropriate level. Then the students, as a group, tell the story back to the teacher. The teacher can use *elicitation* if the students forget some of the details or need help with the language.
- As a follow-up step, students can write the story, as a whole class, in small groups, or individually.
- The teacher can ask the students to tell the story using different verb tenses; for example, first, telling the story in the present continuous tense and, then, changing to the past tense.
- The teacher can give one picture to each student, e.g., if there are five pictures, five students are needed. They stand in front of the class and tell the story, each student telling the part her/his picture represents.
- For higher levels, cartoon strips can be used. The strips are cut into frames. The class is divided into groups. Each group receives an envelope with the cartoon cut into frames in it. Their job is to put the frames into the correct order. A strip of paper with the correct answer on it may be included in the envelope. Care must be given when selecting the cartoons. The sequence should be evident in the strip, either in the pictures or the language.

Note

For lower level classes, the number of pictures should be limited to three to four pictures. Upper level classes work well with longer sequences.

Scrambled Words

Purpose

To provide practice in sorting words into a logical sentence

Directions

The teacher cuts a sentence from a story or dialogue into individual words. Then, in small groups or pairs, the students must put the words into a logical sequence. Each small group or pair is given one complete sentence. Students should look for clues to ordering.

Variations

- The teacher can divide the class into teams and give each team the same sentence cut into individual words. The team that arranges its words into a logical sequence first wins.
- Words of the same structural category, e.g., nouns or verbs, can be written on the same color paper. In other words, a complete set would have nouns written on blue paper, verbs on green paper, pronouns on yellow paper, punctuation on white, etc.

(blue)	(white)	(yellow)	(green)
SINK		MY	LEAKS

Note

For lower level students, only sentences they are already familiar with should be used. Upper level students can work with unfamiliar material.

Scrambled Pictures

Purpose

- To provide practice in describing a process or sequence
- To promote left-to-right reading skills

Directions

The teacher prepares a group of pictures, cutouts, stick-figure drawings or line drawings, with one picture for each action or frame in the narrative. For example, the pictures could describe the usual sequence for writing and mailing a letter. Each small group of students is then given a set of pictures and must arrange them in the appropriate sequence.

Variations

- The teacher shows the students the sequenced set of pictures and tells a story about the pictures, controlling structure and vocabulary at an appropriate level. Then the students, as a group, tell the story back to the teacher. The teacher can use *elicitation* if the students forget some of the details or need help with the language.
- As a follow-up step, students can write the story, as a whole class, in small groups, or individually.
- The teacher can ask the students to tell the story using different verb tenses; for example, first, telling the story in the present continuous tense and, then, changing to the past tense.
- The teacher can give one picture to each student, e.g., if there are five pictures, five students are needed. They stand in front of the class and tell the story, each student telling the part her/his picture represents.
- For higher levels, cartoon strips can be used. The strips are cut into frames. The class is divided into groups. Each group receives an envelope with the cartoon cut into frames in it. Their job is to put the frames into the correct order. A strip of paper with the correct answer on it may be included in the envelope. Care must be given when selecting the cartoons. The sequence should be evident in the strip, either in the pictures or the language.

Note

For lower level classes, the number of pictures should be limited to three to four pictures. Upper-level classes work well with longer sequences.

Scrambled Words

Purpose

To provide practice in sorting words into a logical sentence

Directions

The teacher cuts a sentence from a story or dialogue into individual words. Then, in small groups or pairs, the students must put the words into a logical sequence. Each small group or pair is given one complete sentence. Students should look for clues to ordering.

Variations

- The teacher can divide the class into teams and give each team the same sentence cut into individual words. The team that arranges its words into a logical sequence first wins.
- Words of the same structural category, e.g., nouns or verbs, can be written on the same color paper. In other words, a complete set would have nouns written on blue paper, verbs on green paper, pronouns on yellow paper, punctuation on white, etc.

(blue)	(white)	(yellow)	(green)
SINK		MY	LEAKS

Note

For lower level students, only sentences they are already familiar with should be used. Upper level students can work with unfamiliar material.

GENERAL TECHNIQUES: 1983

Charades
Chart Pattern Practice
Cocktail Party
Picture Cards
Communication Games
Constructalog
Dialogue Grids
Fluency Squares
Dyad Games
Groupings
Jeopardy Game
Language Experience Approach
Magic Cubes Game
Narrative
Operations
Picture Stories
Pronunciation Drills
Ritual
Rods: Teaching Sentence Structure
Rods: More Uses
Slot Drills
Story Line Drill
Talk and Listen
Total Physical Response
Use of Visuals
Values Clarification
Vocabulary Games
Notes on Techniques and Methods

Charades

Purpose

To produce grammatically correct sentences

Brief Description

The group is divided into two teams. Cards are prepared that contain sentences taken from specific topic areas in the curriculum. One member from Team A draws a card that s/he "explains" through pantomime or gesture to her/his team. The other team members attempt to guess the concealed sentence. If they do correctly guess within a given time limit, the team receives 1 point. The team with the most points wins.

Directions

1. The class is divided into two teams — Team A and Team B.
2. One student from Team A draws a card from a pile of cards. The pile of cards contains sentences from a specific topic area in the competency-based curriculum. For example, if the game of charades is played during a health unit, the cards would contain sentences like "That man has a headache." "I feel hot." or "You have a high fever and a cold." (The difficulty of the sentences depends on the level of the class.)
3. Standing in front of her/his team, the student from Team A has to "explain" each word in the sentence without speaking. The team tries to guess what the entire sentence is.

To get a point for her/his team, the student must "explain" her/his sentence in a limited length of time — i.e., 30 seconds to one minute depending on the students' ability.
4. A student from Team B then draws a card and attempts to gain a point for her/his team.
5. After all cards have been presented, the team with the most points wins.

Following is a list of conventions for playing charades:

SAMPLE CHARADE GAME

Card: My baby has a fever.

Student 1 — (holds up five fingers to show that there are five words in the sentence.)

Team responds — There are five words.

Student 1 — (holds up two fingers to signify that s/he is focusing on the second word in the sentence. Student 1 pantomimes rocking a baby.)

Team responds — (hopefully) — Baby

Student 1 — (holds up one finger to signify the first word of the sentence, and points to her/himself.)

Team responds — You, my, me, mine.

Student 1 — (points to the student who has said the word — *my*.)

Team (by putting the 1st and 2nd words together) responds —
— My baby — —.

Student 1 — (holds up four fingers.)

Team — Fourth word.

Student 1 — (shows a sign using the index finger and thumb spread about 1" apart which is the gesture for "small."
This means small or little word. Examples of small words are the articles — a, an, the.)

Team — a, an, the.

Student 1 — (points to the person who has given the correct word — *a*.)

Student 1 — (holds up five fingers and pantomimes "fever" by wiping the brow, fanning the body, pretending to hold a thermometer in the mouth, etc.)

By this time the team will probably be able to guess the full sentence. If the students say "have" rather than "has," Student 1 may emphasize the correct word by drawing a large S in the air.

The sentence must be grammatically correct for the team to receive a point.

Variation

Lower level classes can play a simple version of charades. A student is given a picture cue and s/he pantomimes the picture and the other students guess what the student is doing.

Example: The card shows a man with a headache.
 The student holds his head.
 The class guesses: "headache" or
 "You have a headache."

Chart Pattern Practice

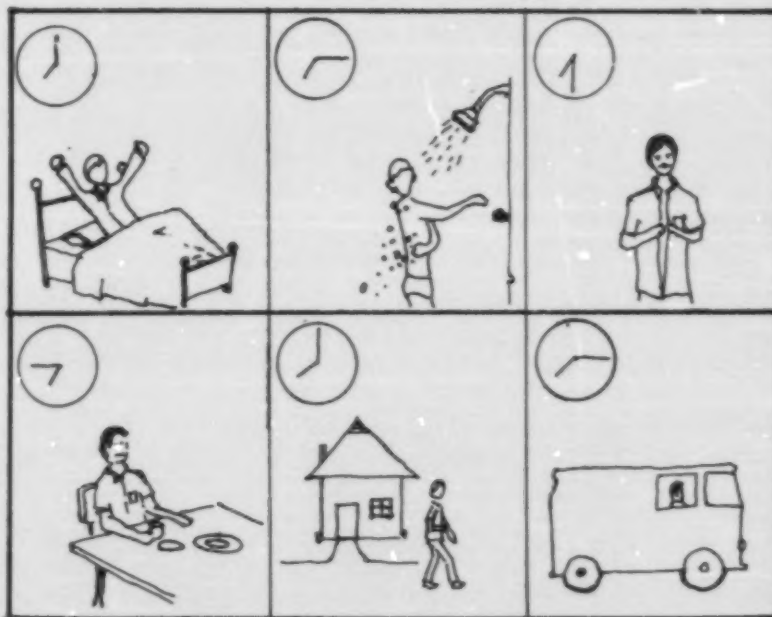
Purpose

To practice a sentence pattern through repetitions of the pattern. The sentences are constructed by the students from visual cues and should be identical to the model sentence.

Brief Description

A chart containing a series of pictures is used as the basis for practicing a particular sentence pattern or grammatical structure. Usually the pictures are set up in a series so that the students can proceed from one picture to the next without cues from the teacher. It's easy to make your own stick figure charts. A good chart needs only 6-10 frames, each frame depicting a part of the sequence.

Example:



Directions

1. Present the pattern sentence and model it for all the frames. (It may be necessary to repeat it several times, depending on the level of the students, i.e., "Hung gets up at seven o'clock.")
2. Repeat the pattern frame by frame and have the students repeat it. This should be kept to a minimum since the aim is to have the students grasp the pattern sentence very quickly and not depend on the teacher's input or verbal cue but to depend solely on the chart.
3. Point to the frame and students give the learned pattern. Keep this drill very short so as not to lose its purpose.

Variations

4. To check for comprehension, ask a few students to go through the drill individually.
5. Review the next day but do not change the pattern.

- Use a question and answer chain, rather than just one sentence.

Example:

T: What time does Hung get up? or What time did Tuan get up yesterday?

S1: He gets up at seven o'clock. or He got up at seven o'clock.

T: What time did he take a shower?

S2: He took a shower at seven-fifteen.

- After completing the chart, ask questions about the pictures in random order.
- Some charts can be used to practice several types of patterns. Each time a new pattern is practiced previous patterns can be reviewed.
- Have the students change the pattern into a personal variation, e.g., "I get up at 7:00 ."

time
- When using the question and answer chain, have the students ask the questions as well.
- Have the students write out the pattern for each frame.

Note

It is necessary that the students know the concepts of past, present and future, and can use the words yesterday, every day, today and tomorrow. When a chart is used for the first time, it may be necessary to go through it once to introduce the new ideas and vocabulary.

Submitted by the Consortium Program: The Experiment in International Living and Save the Children, Galang, Indonesia.

Cocktail Party

Purpose

To provide an atmosphere wherein students can freely communicate with one another in natural conversation

Brief Description

This is a role-playing exercise in which each student receives a card describing a character that s/he will enact. The students assume their new identities and mingle with other students as if they were at a cocktail party. At the end of the role play the class describes the various characters they have met and unfold any intriguing stories.

Directions

1. Set the scene of the gathering (be it a cocktail party, meeting, train station, school, airplane, etc.).
2. Pass out to the students cards which describe the characters they are about to enact.
3. Circulate about the room assisting students with questions they might have about the information on their cards.
4. The students then mingle together for 15 to 30 minutes. The activity ceases when all characters have met one another.
5. Each character comes to the front of the room and the other characters give what information they can about her/him.

SAMPLE OF A FAMILY GATHERING

1. You are Tom Jones. 55 years old. Married. 4 children.
2. You are Lois Jones. 40 years old. Married to Tom Jones.
3. You are Ronnie Jones. 19 years old. Father is Tom Jones. You have a brother and a twin sister.
4. You are John Jones. 10 years old. Your mother is Anne Jones.
5. You are Anne Jones. 40 years old. Wife of Mark Jones.
6. You are Stan Rogers. 80 years old. You have one daughter who is married to Tom Jones.
7. You are Mark Jones. 38 years old. Son of Sam Jones.
8. You are Sam Jones. 73 years old. You have two sons — Tom and Mark.
9. You are Lisa Jones. 19 years old.
10. You are Flip Jones. 16 years old. Your mother is Lois Jones. You have both a brother and sister.

Note

Cocktail Party can be played in a variety of ways by using different character descriptions. For example, cards can be made to reflect an

intriguing work situation, e.g., "You are John White, the boss of a large firm — C and C Trucking. Your favorite secretary is Linda Smith."
"You are Linda Smith. You are in love with John White."
"You are Mack Smith, Linda Smith's husband. You are the janitor for C and C Trucking." There are many possibilities for various situations for Cocktail Party.

Submitted by The Consortium Program: The Experiment in International Living and Save the Children. Adapted from the Index Card Games, The Experiment Press, Pro Lingua Associates, Brattleboro, Vermont.

Picture Cards

Purpose

To build vocabulary and encourage functional communication

Brief Description

The cards can be used with a variety of techniques to introduce, drill, and review any number of structures at all levels. The cards are folded with two large pictures on each side. They are detailed black and white drawings which show a person (or more than one) involved in two different activities. By folding the cards in half, one picture at a time can be focused on; or by leaving the cards unfolded, both pictures can be displayed and compared.

Directions

SAMPLE PICTURE CARDS



"SORRY, I DON'T REMEMBER"

Purpose: To describe pictures in detail

- Procedure:
1. Show one picture so all students can see it.
 2. Allow them to look at it carefully for a limited time (30 seconds, 40 seconds, or 1 minute).
 3. Remove or cover the picture.

4. Ask the students to tell you what they saw. This can be done two ways:
 - a) Tell everything they saw.
 - b) Tell about something specific that was observed; for example, what the people were wearing.
5. Write down the student responses.
6. Show the picture and compare with the student responses.
7. Do the same with the other picture.

"HEY, THIS IS INTENSE"

Purpose: To correctly use tenses

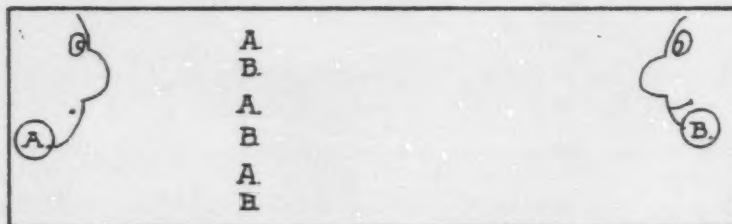
- Procedure:
1. Show both pictures on the card.
 2. Future Tense practice:
 - a) The students describe and/or answer questions about the first picture.
 - b) While indicating the second picture, the students describe and/or answer questions, such as:
 - What will he do?
 - What will she wear that night?
 - How will they relax after work?
 3. Past Tense practice:
 - a) The students describe and/or answer questions about the second picture.
 - b) While indicating the first picture, the students describe and/or answer questions, such as:
 - What did he do in the morning?
 - What was she wearing at 9:00?
 - How many people ate breakfast?

The initial description of each picture in Step 2 or Step 3 can give students practice with present tense or present continuous.
 4. In addition, students can be given practice with the conditional tense.
 - a) Students look at one picture.
 - b) After modeling by the teacher, one student says, "If he hadn't gone to work, he wouldn't have _____."
 - c) Each student forms a similar sentence.

"WHAT ARE THEY SAYING"

Purpose: To produce language appropriate to a given situation

- Procedure:
1. Display one picture and put it up where all can see it.
 2. The students work together to construct a *short* dialogue appropriate to the situation depicted in the picture. To control the length, put the following plan on the blackboard:



3. The students can work in pairs to construct their dialogues and then demonstrate them. (The teacher can facilitate this last step by bringing realia that students may need.)
4. Do the same with the other picture.

Variation: Take the best dialogue and write it on the blackboard. Have the students write it again using indirect speech. For example: He told her to sit down. Then, she asked him why.

"TELL ME ABOUT IT"

Purpose: To practice sentence construction

Procedure: Just as the title says, the students describe what is happening in the picture(s).

"DCN'T CONFUSE ME"

Purpose: To practice comprehension of descriptive statements

- Procedure:
1. Display both pictures on the card.
 2. Make a statement about one of the pictures. The students indicate which picture the teacher is talking about. "Indicating" could be done in different ways. Here are two:
 - a) The statement could be directed to one student at a time. After the statement is made, the student goes and points to the correct picture.
 - b) The statement is made to all the students. Each student indicates whether it is being made about the first or second picture by holding up one or two fingers.

Variation: Three or four pictures can be used at once.

Students go and point to *the part of the picture being talked about*. For example: the striped pants or the sad baby.

"WHAT'S THAT WORD?"

Purpose: To build vocabulary

Procedure: Put all new vocabulary on flashcards and give to the students to match with the appropriate parts of each picture.

"WRITE ME A LETTER"

Purpose: Write a friendly letter based on everyday events

Procedure: 1. Put up one picture card.
2. Each student writes a letter to a friend as if what is happening in the picture is what happened to her/him that day.

"WRITE IT DOWN"

Purpose: To practice descriptive writing

Procedure: 1. Display both pictures.
2. Students write down the story as they see it.

This could be a concluding activity for any of the other previously suggested activities.

"CLOZE IT"

Purpose: To practice comprehension of descriptive passages

Procedure: 1. Write a story beforehand based on the picture cards.
2. The story can be written on a stencil or piece of brown paper before class or put on the blackboard during the break.
3. The story given to the students should have every seventh word omitted. The students rewrite the story and include the missing words.

"ADD IT ON"

Purpose: To practice constructing sentences

Procedure: 1. Put up one picture.
2. One student starts a sentence based on something observed in the picture.
3. The next student repeats that word and adds one.

4. The next student repeats both words and adds one, etc.

1st student: The
2nd student: The man
3rd student: The man in
4th student: The man in the
5th student: The man in the striped
6th student: The man in the striped pants, etc.

Communication Games

Purpose

To develop communication skills through the practice of asking and answering basic WH-, YES/NO, and clarification questions

Brief Description

Pairs of students hold matching cards, one marked LOST and the other FOUND. Each pair has a picture of either an umbrella or a suitcase (or other topic areas that have items that might be lost and found; e.g., checks, Social Security cards, etc.) of different colors with different colored handles. There is also a clock face with hands showing the time and a picture of a building. Students walk around the classroom asking one another questions in an attempt to match their LOST and FOUND cards.

SAMPLE CARD



Directions

1. Each student is given two cards, one LOST and one FOUND. (They must be different.)
2. S/he must find the card that matches her/his LOST card. The students walk around asking each other questions, as follows:

"Have you found a *red* umbrella? "

"Does it have a *blue* handle? "

"What time did you find it?"

"Where did you find it?"

If the other student answers "Yes" each time, with the appropriate short forms "Yes, I have." "Yes, it does." etc., then the first student says, "Then it's mine." and takes the FOUND card to match her/his LOST card. If any of the questions are answered with "No" or the time or place is different, the student says, "Oh, I'm sorry, I'll ask someone else."

(Of course, other students will ask her or him about her/his FOUND card and s/he must answer, and give the FOUND card to the student who has the matching LOST card.)

Note:

Be sure to encourage students to ask clarification questions of one another, e.g., "What color handle?"

Here is a plan for 24 pairs of LOST and FOUND cards that would do for a class of 24 students. It would be easy to make extra pairs of cards as needed.

PAIRS	OBJECTS	COLOR	HANDLE COLOR	TIME	PLACE
01	Umbrella	Black	Red	10:AM	Bank
02	"	"	Blue	"	"
03	"	"	Red	"	Post Office
04	"	"	Blue	"	" "
05	"	Red	Black	8:30	Bank
06	"	"	Blue	"	"
07	"	"	Black	"	Post Office
08	"	"	Blue	"	" "
09	Suitcase	Black	Red	2:30	Rex Hotel
10	"	"	Blue	"	" "
11	"	"	Red	"	Hospital
12	"	"	Blue	"	"

Other communication games for other topic areas might include money, tools, classroom objects, Social Security cards, medicine prescriptions, addressed letters and checks.

Constructalog

Purpose

To give students an opportunity to creatively practice the language through the writing and presentation of their own dialogues

Brief Description

Pairs of students are given words or phrases that have been introduced previously and asked to create their own dialogues, which they subsequently perform in front of the class.

SAMPLE

stay in bed	ache	arm
drink liquids	hurt	leg
eat well	pain	stomach
don't smoke	sore	head
don't eat spicy food		
don't drink		
put ointment on it		
come back next week		

Directions

1. Place a list of nouns, verbs and verb phrases that have been drawn from previously presented material in a specific topic area, e.g., health, on the blackboard.
2. Students are asked to use the words in a sentence to verify their understanding of meaning and usage.
3. Students are placed into pairs and asked to create their own dialogues using the words listed on the board.
4. Circulate about the class answering questions and checking on grammatical correctness of the creations.
5. Students practice and present their dialogues.

Variations

- Give students a topic, but don't supply the words.
- After all groups have presented their dialogues, have them exchange dialogues and present the new ones.

Submitted by The Consortium Program: The Experiment in International Living and Save the Children, Galang. Indonesia. Adapted from Ray Clark's Teaching Techniques, Pro Lingua Associates, Experiment Press, Brattleboro, Vermont.

Dialogue Grids

Purpose

To enable students to create guided competency-based dialogues

Brief Description

Dialogue grids are picture cue cards that help students generate their own dialogues. The specificity of the pictures on the cards helps ensure appropriate verbal content for survival situations in the United States. The signs, symbols, pictures, phrases and words in each box serve as cues for the creation of the dialogues. A sample dialogue is written on the back of each card for reference.

Directions

1. Give two of the same dialogue grid to a pair of students and assign a role to each. Explain or demonstrate that the person indicated at the top of the card begins the exchange.
2. The students generate their own dialogues moving from frame to frame. Student 1 speaks first from the first frame; Student 2 responds, cued by the picture directly below Student 1's. Student 1 then responds again and the dialogue continues until all frames have been used. Student 2 ends the dialogue.

SAMPLE DIALOGUE GRIDS

PERSONNEL MANAGER						EMPLOYMENT		
	?	YES — DO?		ENGLISH ?		MONDAY 21 ST ?	\$ 2.50/ HOUR	8 HOURS A DAY
	OPENINGS ?			A LITTLE		TUESDAY 22 ND ? PAY?	HOURS ?	  THANKS

PERCIVAL MENNINGER

LANCE LORD						HOUSING		
	HI THIS IS	LANDLORD ?		TOMORROW ?	WAN TUE MEO TUE PRON ?	TUESDAY ?		OK 2:00 
	YES	SPEAKING ?	YES	~~TOMORROW~~	TUE			

LANDLORD

REAL ESTATE AGENT

HOUSING

	?	BEDROOMS ?			UTILITIES ?	WHERE?		... LATER
		3	5			NEAR 	721-8944	

MR. A. ESTY GENT

Submitted by The Consortium Program: *The Experiment in International Living and Save the Children, Galang, Indonesia*; Taken from America, in Sight by Herman S. K. and Fred Ligon, *The Experiment in International Living*.

Fluency Squares

Purpose:

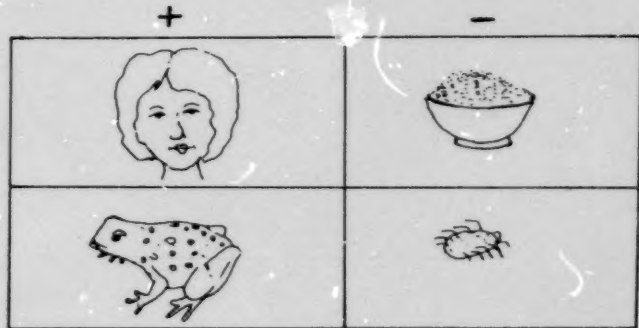
To develop oral fluency in grammar, pronunciation and the ability to think and act in the target language

Brief Description:

Students can answer questions about a body of information that is represented by a pictorial grid. Communication and pronunciation problems have been designed into each square. Students learn, or improve, communicative skills that carry over to almost any situation. The exercise is carefully controlled.

Sample Fluency Square

Who?
What?
Yes-No?
Or?



Sample questions the teacher can ask:

Who likes rice?
Who doesn't like rice?
Does (Betty/Buddie) like (rice/lice)?
Does Betty or Buddie like rice?

Directions

1. Model the information in the square. Point to the person or object and then to the plus or minus and generate appropriate sentences such as "Betty likes rice," or "Buddie does not (doesn't) like rice; he likes lice," etc.
2. Students practice the structure repeating after the teacher. Structure and pronunciation will be drilled at this phase.
3. Point now only to the picture of the person or object that is the subject and then to the plus or minus. Students create their own sentences from the visual cues.
4. Students then ask each other information questions about the squares. The teacher monitors the correctness of the grammar and pronunciation.

Variations:

- A written assignment may be made out of the fluency squares.
- Once the sentences can be mastered orally they can be used for dictation practice.

*Suggested by International Catholic Migration Commission Program, Bataan, Philippines. Adapted from **Fluency Squares**, Phillip L. Knowles and Ruth Sasaki.*

Dyad Games

Purpose

- To practice asking and answering questions
- To get information by listening carefully and giving accurate information

Brief Description

The principle behind a dyad game is that one or both partners have information unknown to the other. In pairs, the students share their pieces of information with one another in an attempt to discover the whole picture of a given situation.

Directions

1. Go over all the necessary vocabulary and set a context for the game. In the following example, the teacher explains the idea of a supermarket.
2. After the students are familiar with the layout of a supermarket, the teacher groups the students in pairs.
3. One student in each pair is given Dyad 1 sheets. The other student in each pair is given Dyad 2 sheets.
4. Without looking at each other's sheets, each student must fill in her/his blanks by asking and answering questions. For example, the student with Dyad 1 asks the student with Dyad 2:

"Where's the cabbage?"

Response: "Aisle 1 B."

The student with the Dyad 1 worksheet writes Aisle 1 B (or 1 B) on her/his sheet in the space provided beside the appropriate picture. The questioning continues until all six items are filled out.

5. The student with Dyad 2 in turn asks questions and the student with Dyad 1 answers them.

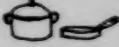
"Where's the beef?"

Response: "Aisle 1 A."

This continues until the location of all items is asked.

SAMPLE DYAD GAME

Student 1's
worksheet

1.		_____	_____
2.		_____	_____
3.		_____	_____
4.		_____	_____
5.	 BREAD	_____	_____
6.	 MILK	_____	_____

DYAD 2

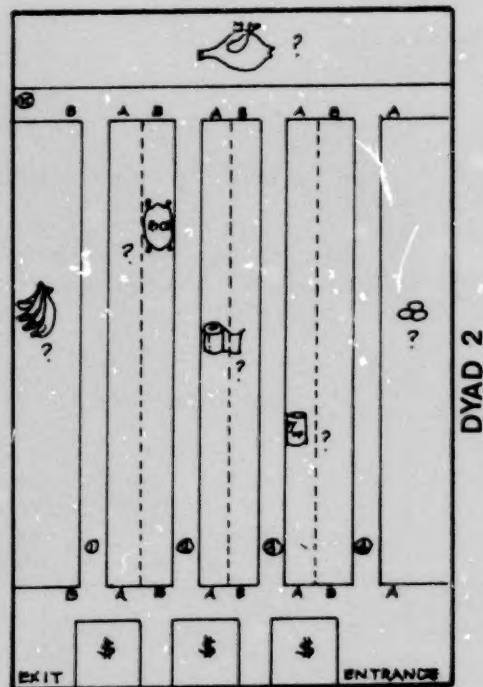
Student 2's
worksheet

B		A		B		A		B		A	
 ?		 ?		 ?		 ?		 ?			
①		②		③		④					
B		A		B		A		B		A	
EXIT		\$		\$		\$		ENTRANCE			

DYAD 1

Student 1's
worksheet

SAMPLE DYAD GAME



Student 2's
worksheet

The form consists of six numbered rows, each with a small icon and two blank lines for writing. The icons are: 1. A hand holding a question mark, 2. A banana, 3. A bag labeled 'RICE', 4. A can, 5. A can, and 6. A pair of glasses. The entire form is labeled 'DYAD 1' on the right side.

Submitted by The Consortium Program: The Experiment in International Living and Save the Children, Indonesia. Taken from *In Sight* by Fred Ligon, *The Experiment in International Living*.

Groupings

Purpose

- To review vocabulary in different competency areas
- To use the language precisely and descriptively

Brief Description

Students are given a category, for example, "things that are in a house." While one student gives clues, other students guess words belonging to the category.

Directions

1. Divide the class into two or more teams.
2. Demonstrating how the game is played, take one of the cards and invite the whole class to give the correct word after they have heard the category. For example, announce, "The category is 'things that are hot.' " Then say, "This is in the sky and gives us heat and light." The class should answer, "The sun." If no one can answer, the teacher could give another definition, e.g., "It comes up in the morning and goes down at night." If still no one can answer, go on to the next word on the list.
3. Once everyone understands the game, take the first member of one team, give her/him a list and explain any words s/he doesn't understand—without letting the others hear.
4. Depending on the class level and the number of words on the list, you and the students agree on a time limit (15 seconds to a minute) for completing the list. The team receives one point for each word guessed within the allotted time. (However, you may decide to remove time limitations.)
5. When the time is up, the score is totaled and the play passes to the other team. Points are not given if gestures were used, or if the student used the word from the list in her/his explanation.

SAMPLE GROUPINGS: C – E Levels

Rooms in the house

- 1) Living Room
- 2) Dining Room
- 3) Kitchen
- 4) Bedroom
- 5) Bathroom

Furniture

- 1) Stove
- 2) Bed
- 3) Chair
- 4) Refrigerator
- 5) Table

Sections of the Supermarket

- 1) Meat
- 2) Dairy
- 3) Produce
- 4) Paper products
- 5) Frozen foods

Professions

- 1) Farm worker
- 2) Fisherman
- 3) Secretary
- 4) Waitress
- 5) Busboy

Banking

- 1) Check
- 2) Money order
- 3) Endorse a check
- 4) Bank teller
- 5) ID

Buildings in town

- 1) Post office
- 2) Bank
- 3) School
- 4) Supermarket
- 5) Department store

Transit Process

- 1) Airplane
- 2) Seat belt
- 3) Suitcase
- 4) I-94
- 5) Sponsor

Classroom Orientation
(Things in the classroom)

- 1) Desk
- 2) Teacher
- 3) Students
- 4) Blackboard
- 5) Window

Health

- 1) Stomachache
- 2) Sore knee
- 3) Headache
- 4) Sore arm
- 5) Sore throat

Food

- 1) Apple
- 2) Orange
- 3) Banana
- 4) Grapes
- 5) Tea

Clothing

- 1) Skirt
- 2) Pants
- 3) Shoes
- 4) Shirt
- 5) Blouse

Money

- 1) Dime
- 2) Nickel
- 3) Penny
- 4) Quarter
- 5) Dollar

Variation

For A and B level students, pictures can replace the words on the cards. Students will act out vocabulary or point to objects. The team will say the word.

Note

The level of difficulty for this game can be adapted by altering:

- the number of words on the list, e.g., two for beginning classes; six for the more advanced; or
- the type of category used, e.g., "colors" and "things in the classroom" for beginning classes and "things that a (carpenter) uses," etc. for more advanced classes.

Submitted by The Consortium Program: The Experiment in International Living and Save the Children, Galang, Indonesia. Adapted from Ray Clark's Teaching Techniques, Pro Lingua Associates, Brattleboro, Vermont.

Jeopardy Game

Purpose	To reinforce the grammatical structure of question formation and to review curriculum topics
Brief Description	The students choose a category from the game board drawn on the blackboard which reviews the various topics in the curriculum. They then must ask the question that the answer found in the category reflects. Certain dollar values are assigned to the category depending on the difficulty of the answer and question. The team or individual with the highest dollar amount wins.
Directions	1. The teacher writes the names of categories, answers to questions that would appear in those categories (covered with cardboard squares), and the dollar amount that each question is worth on the blackboard. 2. The teacher divides the class into 2 teams. 3. A student from Team 1 chooses a category and the dollar amount that s/he wants to ask a question within. 4. The teacher reads the answer to the corresponding category and restates the dollar value. 5. The student from Team 1 then tries to ask an appropriate question. If s/he is right, that team receives that amount of money. If s/he is wrong, that team may ask again. If Student 2 from Team 1 is right this time, Team 1 receives 1/2 the amount. If Student 2 is wrong, the teacher crosses out the box and the second team chooses a different category and dollar amount.
Variation	The team with the highest amount wins. Scoring variations occur as follows: If the team answers correctly after 1 or 2 tries, the teacher awards dollar amounts to their total score. However, if Team 1 after 2 tries has not formed a correct question, the amount of dollars is subtracted from the total score.

JEOPARDY GAME
Example for C/D Level

	<u>Directions</u>	<u>Food & Clothing</u>	<u>Health</u>
\$10	on Z Street	an apple, please	sick
\$20	Over there	50¢	I have a sore throat
	<u>Double:</u> <u>\$60</u>		
\$30	Next to the post office	blue	2 tablets
\$40	On the corner	Teacher: Write abbreviation <i>lb.</i> on board. Student must say word.	<u>Daily</u> <u>Double:</u> <u>\$80!</u> (T points to part of body)
\$50	Go straight 2 blocks and turn left	In the produce section	Teacher: show large prescription label: 2 tbsp 3x a day. Student must read.

Possible questions students might pose

Where do you live?	What would you like?	How do you feel?
Where's the (hospital)?	How much is (the apple)?	What's the matter?
Where's the (school)?	What color would you like?	How many should I take?
Where's the (post office)?	How much?	Where does it hurt?
How do I get (there)?	Where's the (cabbage)?	How much should I take?

The Language Experience Approach

Purpose

To stimulate communication through encouraging students to discuss meaningful (to them) topics

Brief Description

A student relates a meaningful story drawn from her/his life experiences. This story can be in the form of dialogue, picture, role play or narrative. The student (or teacher) writes the story down verbatim. Grammar mistakes are not initially corrected.

Directions

1. Read the story out loud pointing to each word. Students read along with the teacher. They are then given the chance to read it silently and finally aloud in pairs.
2. Correct the story (this can be done alone or with the help of other students). Along with the corrected version of the story comes a vocabulary list and student exercises which can be in the form of multiple choice exercises, true-false exercises, comprehension exercises, cloze exercises and grammar exercises.

SAMPLE NARRATIVE FROM THE L.E.A.

Below is an example of an L.E.A. story which came from a Hmong student in the Ban Vinai refugee camp. The teacher asked the student to draw a picture depicting his life in Laos. After the picture was drawn the student told his story orally. The teacher wrote down his story verbatim, presented it to the class, and then presented the corrected version along with exercises.

Working In the Fields

In Laos I live on farm. Many foods I grow there on my farm. In my farm have many fruits and vegetables. I working very hard all the days. I working in the fields that grow rice. I like growing the rice because I like the eating.

Her Thao 1981

Corrected version:

In Laos I lived on a farm. I grew many fruits and vegetables on my farm. I worked very hard every day. I worked in the rice fields. I like to grow rice because I like to eat it.

After corrections are made, the teacher can use the picture and story to elicit more discussion. Different types of exercises can be given to fit the story and the picture.

Note

The original story is a good evaluative tool for the teacher. The teacher can see what language skills s/he must work on with the class as well as get a good idea about what the class already knows.

For further exposure to the Language Experience approach, see **The New Arrivals**, Volumes I and II by Laurie Kuntz, Alemany Press.

*Submitted by The ICMC Program in Bataan, Philippines. Taken from **The Language Experience Approach: A Summary** by Steven de Bonis and Laurie Kuntz, *The Journal*, Volume I Number 4, September 1982.*

Magic Cubes Game

Purpose

To promote a competitive, yet fun, question and answer exchange structured around a real situation

Used as review and reinforcement for a previously learned topic

Brief Description

A cube (six sides) is constructed from heavy cardboard or a small square cardboard box is used. Each side has a picture relative to one of the competencies. For example, if the competency were health, each side might depict a different ailment (a backache, a cut hand, a stomachache, etc.). Also on each side is a number indicating the number of points which that picture is worth. There are two teams. One team rolls the cube and the other must ask an appropriate question; for example: "What's the matter?" The first team must then answer according to the picture, e.g., "I have a stomachache." If the correct answer is given, that team receives the number of points on the cube face. The game continues this way, with each student taking a turn asking and answering. The team with the most points wins.

Directions

1. The class is divided into teams. (Small teams are best — bring two cubes to class.)
2. Team One rolls a picture of a man with a stomachache, worth 50 points.
3. Team Two asks, "What's the matter?" If answered correctly by Team One, they receive 50 points.
4. Team Two then rolls a picture of a cut hand, worth 30 points. Team One then asks, "What's the matter?"
5. If Team Two answers correctly, i.e., "I cut my hand." they receive 30 points, and so on.

Variations

- The variations are endless. Besides varying the topics, one can vary the questions asked with the same cube. For example, instead of "What's the matter?" students could ask, "What happened to him or her?" or simply, "What's wrong?" The teacher can vary the tense, person, number (singular or plural), etc.
- For higher levels the teacher could devise a penalty system for incorrect answers and questions.

Submitted by The Consortium Program: The Experiment in International Living and Save the Children, Galang, Indonesia.

Narrative

Purpose

To use a narrative passage as a basis for practicing the language by talking about the passage

The students may also learn new vocabulary and, to a lesser extent, grammatical structures

Brief Description

A narrative is a short, descriptive paragraph. It can be an informal text on some aspect of the culture taken from primary sources such as newspapers, magazines, books, or master teachers; or it can be purposefully written to introduce new vocabulary or grammatical features.

SAMPLE NARRATIVE:

(Accompanied by an appropriate picture)

Most cities in America have a public bus system. There are usually bus stops where people wait for the bus to come. Most buses require exact change. You deposit your money in a glass and metal box which is beside the driver and then you sit down. If there are no empty seats, you stand and move to the back of the bus so other passengers have room to enter. When you get off, you usually leave through the rear door. The door will not open until the bus stops.

Directions

1. Before teaching a narrative, go over it and circle the words you want to ask questions about. Here are three kinds of questions that can be asked:
 - a) Question - word questions (Where do people usually wait for the bus?) Other question - words are: what, who, which, when, how long, how many/much and why.
 - b) Yes/No questions (Do you leave through the rear door?)
 - c) Clarification questions using emphasis or statements with question intonation (The REAR door?) or (You get in through the REAR DOOR?).
2. Read through the narrative once.
3. Read the narrative sentence by sentence. Ask questions about each sentence.

Teacher

- a) Where do people wait?
- b) What do they wait for?
- c) The TRAIN?

Student

- a) At the bus stop.
- b) The bus.
- c) No, the bus.

- | | |
|---|---|
| d) Is there ALWAYS a bus? | d) No, there USUALLY is. |
| e) Do the people wait at the bus station or the bus stop? | e) At the bus stop. |
| f) Who waits for the bus? | f) People do. |
| g) Give me the whole sentence. | g) There are usually bus stops where people wait for the bus to come. |

4. The teacher puts new words or phrases on the blackboard.
5. The students then recreate the narrative using the key words from Step 4 as cues. Each student contributes a sentence. Even though probably none of the students will know the entire paragraph, together they may be able to complete most of it.

Submitted by The Consortium Program: The Experiment in International Living and Save the Children, Galang, Indonesia. Adapted from Ray Clark's Teaching Techniques, Pro Lingua Associates, Brattleboro, Vermont.

Operations

Purpose

- To introduce vocabulary within a topic area
- To practice grammatical constructions, especially commands and verb tenses

Brief Description

The students perform and then describe a series of actions that are associated with a topic area, e.g., buying food, taking medicine, traveling by plane.

SAMPLE OPERATION

1. Walk to the market.
2. Say "Hello" to the salesman/woman.
3. Look at the fruit.
4. Pick up an apple.
5. Ask for two kilos.
6. Ask the price.
7. Give the clerk \$5.00.
8. Receive your change.
9. Count your change.
10. Put the money in your purse/wallet.
11. Say "Thank you" and "Goodbye."

Directions

1. Demonstrate the operation while students listen and observe.
2. Go through the operation again slowly, stopping to explain new words. Students listen and observe.
3. Go through the operation a third time while all students (or groups or individuals) respond to the commands with the proper action. Students do not speak.
4. Teach the commands. Students repeat the sentences several times for practice.
5. One student gives the commands while a second student responds with the action.
6. Divide the class into pairs to practice with realia, each student taking her/his turn at giving the commands.

Variation

Variation with grammar focus

I. Verbs

1. Present Continuous: As a student performs the motion, ask:
Student or teacher: What are you doing?
Student: I am trying on a shirt.
2. Past: After a student completes an action, ask:
Student or teacher: What did you do?
Student: I tried on a shirt.
3. Future: Before a student performs an action, ask:
• Student or teacher: What are you going to do?
Student: I'm going to try on a shirt.
4. Present Perfect: After a student completes an action, ask:
Student or teacher: What have you done?
Student: I have (just) tried on a shirt.

Note: This is a good opportunity to teach time words, e.g., first, then, after that, finally, now, right now, just, already.

II. Change of Persons

Student 1 asks Student 2: What is she doing?
(about Student 3).
Student 2: She is trying on a shirt.

III. Writing

Have students write the series of commands, questions, answers:

- Give key words on the board.
- Write a cloze dictation.
- The students can write in different verb tenses.

SAMPLE OPERATIONS

Making a Telephone Call

Materials: dimes
phone (real or on board)

Pick up receiver.
Listen for dial tone.
Put in dime.
Dial number.
Wait for answer, busy signal.
Hang up.

Going Through Customs

Materials: suitcase (with contents)
passport

Find suitcase.
Pick up suitcase.
Show passport.
Put down suitcase.
Open suitcase.
Show things, clothing.
Close suitcase.
Leave customs.

Using a Gas Stove

Materials: gas stove (or semblance of)
gas bottle

Turn on gas from gas bottle.
Turn on burner.
Light burner.
Cook.
Turn off burner.
Turn off gas bottle.

Eating In a Restaurant

Materials: table
chair
menu
check
money

Find a table.
Sit down at the table.
Look at the menu.
Call the waiter.
Order a meal.
Eat.
Ask for check.
Pay waiter, waitress, cashier.

Treating a Cut or Burn

Materials: pan of water
antiseptic
bandage

Wash the cut.
Put antiseptic on the cut.
Cover with bandage.
Change bandage often.

Putting on Diapers

Materials: diaper
pins

Lay baby down.
Fold diaper (in triangle).
Place baby on diaper.
Pin diaper.

Cashing a Check

Materials: check
cash
pen

Show check to teller.
Sign back of check.
Give to teller.
Receive money.

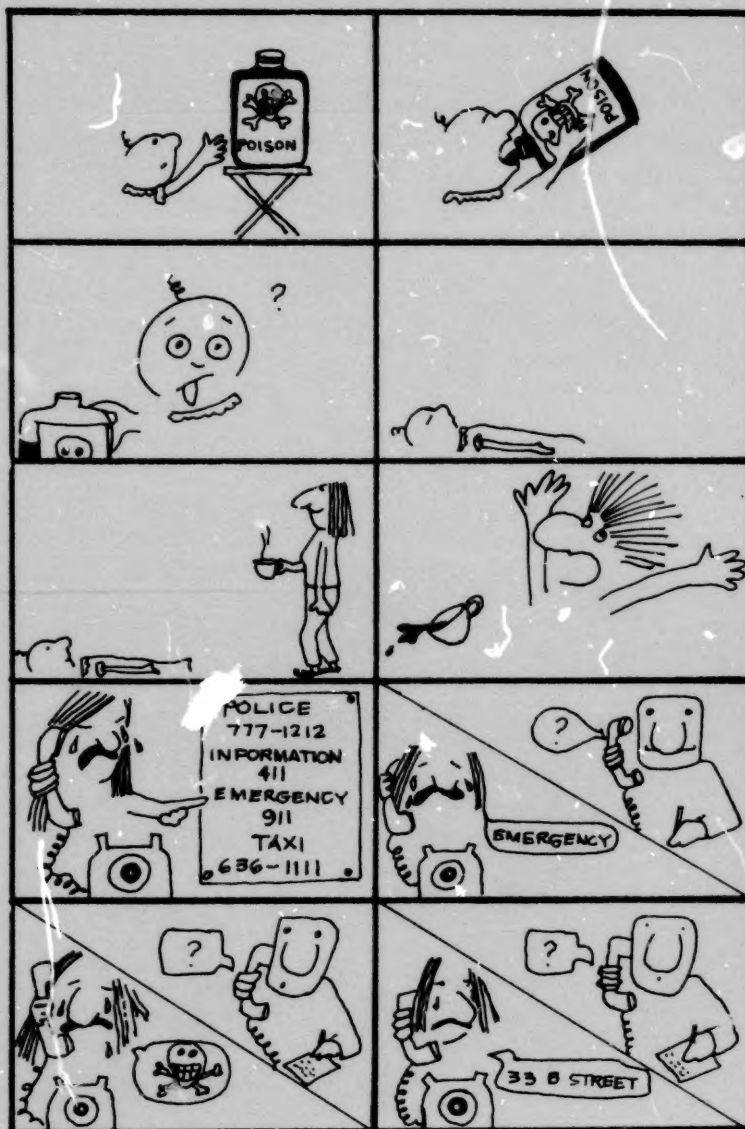
Submitted by The Consortium Program: The Experiment in International Living and Save the Children, Galang, Indonesia. Adapted from Ray Clark's Teaching Techniques, Pro Lingua Associates, Brattleboro, Vermont.

Picture Stories

Purpose

To give students practice in describing situations they see, matching descriptive sentences with corresponding pictures, and writing descriptively

SAMPLE PICTURE STORY



Directions

Role Playing. Many of the picture stories can be role played. The teacher should collect any signs, telephones or visuals before the class begins and plan how to rearrange the class. The teacher can walk through a story exactly as it is written, using the dialogue suggested by the conversation bubbles. Students first observe and then role play the story. The role play should be observed without looking at the picture story.

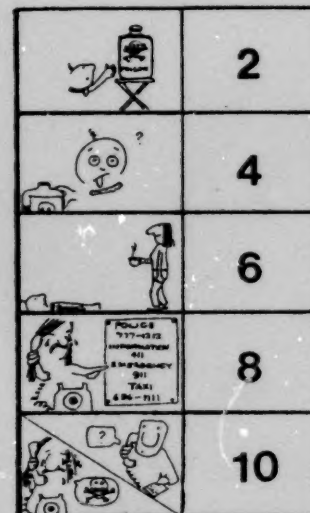
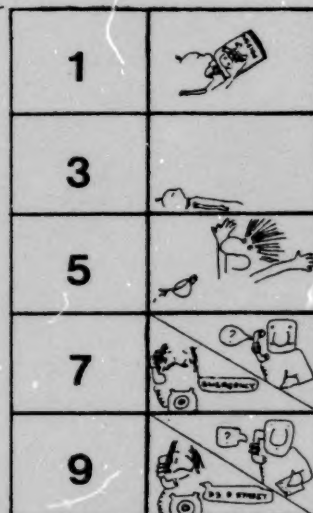
Reading. When the story has been role played, students look at their picture story and read the story frame by frame. The teacher may have to ask questions such as, "What's happening in picture #1?" or "What do you see in picture #3?" The story can be told once or twice with the students and the teacher working together to constantly refine the language.

Sequencing. If the teacher has the ability to put a story on a stencil (using a stencil cutter), copies of the story can be made and cut into boxes. The teacher can then divide the class into groups, give each group a picture story that has been cut up and ask them to put the story in sequence.

Matching. The picture story can be written on 3 x 5 cards. For example, if the story has 10 frames, 10 cards can be used to write out the story frame by frame. The students can then be divided into groups and given the 10 picture cards used in the sequencing activity and the 10 written cards for a matching activity.

Dyads. A pair activity. Pairs of students are given copies of the picture story that have been cut up and pasted on cards. Each student has only half the cards s/he needs and must ask questions of the other student in order to get the needed cards.

For example, Student #1 asks, "What is picture #1?" Student #2 says, "A child reaching for a bottle of poison." Student #1 can then choose the correct card from the cards on the table to help complete the story.



Writing. Students can be asked to write out the picture story. This can be done in different ways. The student can tell you the story and you can write it on the blackboard. Afterwards, the students can write the story without the blackboard model either individually or by working in pairs.

Cloze Passage. Students can be given a passage to complete in which words are periodically omitted. For example:

She picked up the _____ and wrote her name. _____ then put down the _____.

Submitted by The Consortium Program: The Experiment in International Living and Save the Children, Galang, Indonesia. Taken from America, In Sight by Fred Ligon and Herman S.K., The Experiment in International Living. Picture stories that reflect survival situations in the United States can also be found in In Sight by Fred Ligon.

Pronunciation Drills

Purpose

To give students practice in pronunciation problems by isolating sounds through drills

Brief Description

This exercise introduces the sounds to be learned in the lesson. It usually consists of a single minimal pair; however, if both initial and final position are to be practiced, two minimal pairs will appear. Model the minimal pair(s) several times, speaking clearly and evenly.

An effort has been made to provide a minimal pair that is in some way "picturable," so visuals can be held up as the minimal pairs are modeled. In the case that the pair is not "picturable," write the letters representing the sounds (and/or the words) on the board, and point to them when modeling the words with that sound.

EXAMPLE

	/p/	/t/	/k/
initial	pan	tan	can
final	map	mat	mac

Directions

1. Say: "Today we are going to practice the sounds /p/, /t/, /k/."
2. As the sounds are produced, point to the letters representing the sounds, which are written on the board.
"Please listen. Pan. Tan. Can."
3. Pronounce the words clearly and distinctly without too much exaggeration or elongation and point to the appropriate letter as each word is said. This process is repeated several times.
"Please listen. Map. Mat. Mac."
4. Clearly produce the final sounds, holding up appropriate visuals with each word. This process is repeated several times.

SAME – DIFFERENT

Brief Description

This is a listening discrimination exercise in which the teacher reads a pair of words and students indicate whether the words of the pair are the same or different.

EXAMPLE

pan	can	(Answer: Different)
tan	can	(Answer: Different)
pan	pan	(Answer: Same)

Directions

1. Say: "I will say two words. I want you to tell me if they are the *same* or *different*. For example, 'pan' — 'can.' These two words are different." (You continue.)
2. As indicated above, modeling the first two items (or more, if necessary) as an example is a desirable practice. This way, you can check to see if students have understood the instructions before continuing.
3. Continue the exercise, pronouncing the words clearly and evenly. Too much exaggeration and/or a change in tone and intonation will confuse the students. Students should respond as a group, saying "same" or "different." To check individual pronunciation, re-do the exercise, calling *randomly* on individual students to respond to one or two items at a time.

Variations

- Instead of having students respond with "same" or "different," they can respond with "Yes" (same) or "No" (different).
- This exercise may be done individually in writing by having students record "S" or "D" on a piece of paper. Correct the exercise as a class, repeating the words and writing the answers on the board. Let the students correct their own papers so they can see their own mistakes.

WHICH ONE IS DIFFERENT

Brief Description

This is another listening discrimination exercise which is a variation of *Same-Different*. In this exercise, say three words, two of which are the same. Students must identify the word which is different.

EXAMPLE

#1	#2	#3	
pan	pan	tan	(Answer: 3)
tan	can	tan	(Answer: 2)
Ken	Ken	pen	(Answer: 3)
etc.	etc.		

Directions

1. Say: "I will say three words. Tell me which one is *different* — the first one (number 1), the second one (number 2), or the third one (number 3). For example, *pan, pan, tan.*"
2. Write the numbers far apart on the board and *point* to the appropriate numbers as each word of the example is said.
"Which one is different? Number 3 — Right!"
3. Continue the exercises with the class responding as a group. To check individual pronunciation, re-do the exercise (or part of it), calling *randomly* on individual students to respond to one or two items at a time.

Variations

- Instead of responding orally, students can answer by pointing to the appropriate number on the board.
- Instead of responding orally, students can answer by holding up one, two, or three fingers.

NAME THE SOUND

Brief Description

This exercise also tests listening discrimination. In this exercise, pronounce individual words; and the student must identify the particular sound. This exercise uses minimal pair words as well as some words taken from the competency topic of the curriculum.

EXAMPLE

#1 - /p/

map
ache
speak
etc.

#2 - /t/

(Answer: 1)
(Answer: 3)
(Answer: 3)

#3 - /k/

Directions

1. Say: "I will say one word. Tell me if you hear /p/, /t/, or /k/."
2. Write the numbers and corresponding letter sounds on the board and *point* to the appropriate sound while introducing the example.
"For example, *map*. The answer is . . . #1.
Right!"
3. Continue the exercise, pronouncing each word clearly and evenly, as the students respond as a group. To check individual pronunciation, call *randomly* on individual students.

Variations

- Instead of responding orally, students may answer by pointing to the appropriate number or sound on the board.
- Students may also respond by holding up one, two, or three fingers.
- This exercise may be done individually in writing by having students record the appropriate number on a piece of paper. Correct the exercise as a class, repeating the words and recording the answers on the board. Let students correct their own papers so they can see their own mistakes.

MINIMAL SENTENCE DRILL

Brief Description

This is a listening discrimination exercise for lower level students. It is the same as the *Same-Different* exercise except that the minimal pair words are in the context of a sentence.

EXAMPLE

He gave me a kit. He gave me a kiss.
(Answer: Different)

He gave me a kiss. He gave me a kiss.
(Answer: Same)

Directions

1. Say: "I will say two sentences. Tell me if they are the same or different."
2. Then continue in the same manner as for the *Same-Different* exercise (see previous directions).

Note: If students are not generally successful with this (or previous) listening discrimination exercise(s) or the lesson has at this point lasted 20-30 minutes, discontinue the lesson. The lesson should be continued the following day, starting with a repetition of one of the preceding listening discrimination exercises.

REPETITION DRILL

Brief Description

This is a production exercise to be done only if students are generally successful at listening discrimination. If they are not, spend more time on listening discrimination by re-doing variations of the preceding exercises.

EXAMPLE

	/p/	/t/	/k/
initial	pan pen	tan ten	can ken
final	map ape	mat eight	Mac ache

Directions

1. Say: "I will say a word. Please listen carefully and repeat. *Pan*. (Students repeat.) *Pen*. (Students repeat.) *Tan*. (Students repeat.)." etc.
2. *Point* to the appropriate letter sound or word (e.g., /p/ or pan) written on the board as each word is modeled. Starting with the initial sounds, model the words with /p/, then those with /t/, then those with /k/. Then continue by going across the columns. The process is then repeated for the final sounds.

CONTEXT DRILL

Brief Description

This is a listening discrimination exercise for upper level students. (This drill can also serve as a production exercise.) It combines listening with meaning. Introduce the sentences and make sure that the students understand them. Only if the meaning is clear do the required answers make sense. Students show that they have heard the right sentence by giving the appropriate answer, which the teacher has taught to them (and practiced).

EXAMPLE

Where's your bus? (Answer: Over there.)
Where's your butt? (Answer: Here.)

Directions

1. Say: "This is a fun exercise. Listen. *Where's your bus?* Do you understand that? (If students do not, explain, show a picture, or have another student explain.) When I say, *Where's your bus?* you say, *Over there.*" (Point somewhere in the distance.)
2. The teacher then practices by saying the sentence several times and having students respond.

"Good. Listen again. *Where's your butt?* Do you understand? (Teacher should explain that *butt* is a familiar word for the backside and point to that part of the anatomy.) When I say, *Where's your butt?* you point to it and say, *Here.*"

Then practice by saying the sentence several times and having the students respond.

3. Continue the exercise by saying the sentences *randomly* and asking individual students to respond. If the student responds with an inappropriate answer, repeat the sentence. In order that the students focus on comprehension, do not alternate the sentences in a regular pattern.

Variation

If the students are successful with this exercise (i.e., they consistently give the correct response), make this into a production exercise by reversing the cues. That is, now have the students give the minimal sentence; give the correct response according to what the student says. This is a good check on students' production of the sounds; it forces students to the realization that incorrect pronunciation can convey a different meaning.

PRESENTATION OF COMPETENCY WORDS

Brief Description

This is a listening exercise that introduces the sounds previously practiced within the context of words taken from the curriculum or particular competency topic. Students only listen while the teacher models the words in a clear, even tone.

EXAMPLE

/p/	/t/	/k/
shop	shirt	black
top	hat	like
type	white	take
etc.	etc.	etc.

Directions

1. Say: "Listen to these words."
Beginning with the first column, model each word clearly, *pointing* to the letter sound /p/ on the board. If so desired, write the first word of the list on the board. However, since this is a listening exercise (not a reading exercise), it is not necessary to write *all* the words on the board.
2. Read *down* the column, and pause before starting on the next column. Remember to point to the appropriate letter sound on the board to indicate to the students which sound they should be listening for. Do *not* read *across* the columns, since this is not a minimal pair exercise.

LISTENING IDENTIFICATION

Brief Description

This is another listening discrimination exercise; it contains words from the curriculum just presented. Students are given three words and must identify the word with a particular sound.

EXAMPLE

#1	#2	#3	
book	black	type	(Answer: 3)
white	shirt	stop	(Answer: 3)
eight	slip	hat	(Answer: 2)
etc.	etc.	etc.	

Directions

1. Say: "I will say three words. Tell me which word ends in the /p/ sound, number 1, number 2, or number 3. For example, *book*, *black*, *type*. The answer is number 3."

	2. Point to the appropriate number written on the board as the exercise is explained. After giving the example, continue and the students respond as a group by saying one, two, or three. To check individual listening discrimination, repeat the exercise calling <i>randomly</i> on individual students.
Variations	(See variations for the <i>Name the Sound</i> exercise.)
	STUDENT-GENERATED WORD LIST
Brief Description	This is an exercise that encourages students to recall and build their vocabulary while focusing on pronunciation of the vocabulary words.
Directions	1. Say: "What words end with /s/? For example, <i>this</i>." 2. Write the examples and the words elicited from the students on the board, making sure that all of the students understand the meanings of the words. "What words end in /z/? For example, <i>these</i>, <i>is</i>. Do you know more?" 3. Repeat the process described above, recording the words in a separate column on the board. After the students have given about ten words for each sound, and the meanings of the words are understood, do a <i>repetition drill</i>. Keep in mind that asking for words with specific final sounds may be quite difficult for the students, since many Southeast Asians do not hear <i>final</i> consonants. Be prepared to help the students a little, or to stop the exercise if it is too difficult.
Variation	Have the students work in pairs or small groups to generate their own lists. The teacher or students can put the words on the board.
	VISUAL IDENTIFICATION DRILL
Brief Description	This is a production exercise that practices vocabulary from the curriculum while focusing on pronunciation. Hold up a visual and have the students identify it (using correct pronunciation).
	EXAMPLE Visuals of: hat black shop suit etc.
Directions	1. Continue, "Let's look at these pictures. For example, <i>What's this?</i> (Hold up visual of a hat.) <i>Hat</i>. That's right."

2. Continue, holding up different visuals (the order is not important), calling *randomly* on individual students to identify them. Repeat the word after the student. If a particular visual is somewhat abstract, be sure to tell the students what it is beforehand. Remember that the focus of this exercise is correct, clear pronunciation of familiar, necessary vocabulary.

PHRASE AND SENTENCE DRILLS

Brief Description

This is a production exercise that shifts the focus from the correct pronunciation of individual sounds and words to the practice of rhythm, intonation, and stress. The drills consist of structures and phrases taught and used in the particular competency topic. In this exercise, rhythmically model the phrases or sentences using the syllable "da," and students repeat. This is a fun exercise; students enjoy it. Encourage them to have fun with this one while learning.

EXAMPLE

(a) da da — da DA
a pair of PANTS

Directions

1. Say: "Now we will practice sentences. Please listen. *da da-da DA. da da-da DA. A pair of PANTS. A pair of PANTS.* Now repeat. *da da-da DA.* (Students repeat the syllable *da*, following the teacher's rhythm.) *A pair of PANTS.*" (Students repeat the phrase after the teacher, using the rhythm that was introduced by the syllable *da*.)
2. Continue the exercise, introducing each new rhythm pattern with the syllable *da*.

Variation

Instead of using the syllable *da*, or in addition to it, tap out the rhythm with a pen on the desk. You may wish to ask the students to do this, too.

Taken from English Pronunciation Lessons: A Teacher's Resource Manual, Center for Applied Linguistics and International Catholic Migration Commission, Philippines, 1983.

Ritual

Purpose

To have the students memorize set phrases, sentences or sequences of sentences because:

- the lines are highly predictable and, therefore, useful in general conversation,
- the lines contain idiomatic expressions of other “frozen” pieces of language such as greetings,
- the lines contain useful examples of a particular grammatical construction and can, therefore, serve as model sentences for future reference

Brief Description

A ritual is a brief conversation. Usually it centers around a common, everyday activity involving two people. Because it is intended to be a memorization activity, the ritual is typically composed of short sentences in a very limited number of exchanges. The longer the ritual the more difficult it becomes for memorization purposes.

SAMPLE RITUAL

At the doctor's office or on the telephone between patient and receptionist:

Receptionist: May I help you?
 Patient: Yes. I'd like to make an appointment.
 Receptionist: Can you come on Monday at 4:00 P.M.?
 Patient: Yes, thank you.

Directions

1. Present the ritual while the students listen. Repeat it two or three times using gestures, pictures, puppets, etc. to help convey the identity of the speakers and the meaning of the ritual.
2. Say a line and have the students repeat the same line. Have students repeat as a large group, as 1/2 of the group, as 1/3 of the group, and then as individuals.
3. Say the second line and repeat the procedure in #2.
4. Divide the class into Groups A and B. Have Group A say line 1 and Group B say line 2. Then switch lines (Group B says line 1 and Group A says line 2).
5. Have individual students practice the first two lines together in pairs. Move around the room listening and correcting.
6. Repeat this procedure with the additional lines in the dialogue until students are practicing the entire dialogue in pairs.
7. Pairs of students practice the entire dialogue in front of the class.

Variation

For levels C, D, and E (after dialogue is memorized):

- Write the dialogue on the board.
- Students read the dialogue together in small groups; individually.
- Erase parts of the dialogue and have students fill in missing words orally. Erase a few words at a time until the board is almost empty.

Submitted by The Consortium Program: The Experiment in International Living and Save the Children, Galang, Indonesia. Adapted from Ray Clark's Teaching Techniques, Pro Lingua Associates, Brattleboro, Vermont.

Rods: Teaching Sentence Structure

Purpose

- To focus students' attention on a specific structure
- To facilitate inductive learning through manipulation of rods
- To encourage peer tutoring

Brief Description

Write the part of speech to be considered on the chalkboard and then represent that part with a certain colored rod, e.g., "subject" is represented by a blue rod. The students will manipulate the rods in front of them to generate sentences of their own, individually and in pairs.

Note

Students should be familiar with vocabulary items before they are used in the rod lesson.

Directions

Chart 1: SUBJECT

Write the following on the chalkboard. Place the blue rod above it on the upper edge of the board. Distribute appropriate sets of rods to the students.

b
l
u
e

I
You
She
He
We
They

Hold up the blue rod and say slowly, "I, you, she," etc. Have the students repeat these words with you. Then say, "Show me 'he.'" Students will respond (with coaxing, if necessary) by holding up the blue rod. Remember, the purpose is not to teach grammatical terms but to teach grammatical categories. For most of our beginner students, labeling the parts of speech and verb tenses is confusing.

Chart 2: PREDICATE WITH THIRD PERSON

blue

orange

I

eat

blue

orange

beige

You
She
He
We
They

eat
eat
eat
eat
eat

-s
-s

Ask students to show you "eat," "we," then "we eat," "s," "eats," "she eats." Show the students how to place the rods side by side on the table and how to press them together to make contracted words. The rods will represent sentences like this:

blue

orange

blue

orangebeige

I

eat

She

eats

Chart 3: COMPLEMENT

b
l
u
e

o
r
a
n
g
e

b
e
i
g
e

b
r
o
w
n

I	eat		an apple
You	eat		every day
She	eat	-s	a banana
He	eat	-s	too much
We	eat		some cookies
They	eat		chicken

Ask students to show you "an apple," "too much," "eat," "they eat," "She eats a banana every day." Once the students can demonstrate their understanding by forming constructions with the rods, the teacher can elicit sentences from the students that s/he can represent with the rods. Place your hands on the rods and look "inquisitively expectant." Request that someone say a sentence. When that happens, show her/him the rods in their correct order. After more students have participated and they are feeling confident, try showing them a mistaken order. If someone says, "He eats too much." hold up "He too much eats." (Brown moves from the end to between blue and orange.) If the students don't catch the error immediately, say "Is this correct?" "No!" they'll say, "He eats too much!" From this activity you can move into peer tutoring (paired practice) during which everyone has a chance to make up sentences for a partner to form. Ask two advanced students to demonstrate in front of the class, or demonstrate yourself with the aide or another student. One says a sentence and the other shows it with the rods. Then they reverse roles.

Principle: It is important to assign rods to the minimum of separate parts of the sentence which are relevant in teaching a particular grammar point. When teaching the simple present tense, for example, it is necessary to include a separate rod for the "-s," 3rd person singular mark. It must be a separate rod so the students use it for "eats" and omit it for "eat." On the other hand, for the purposes of teaching the simple present tense, it is not relevant that a "banana every day" and "too much" are different sorts of complements. If this were a lesson in placement of frequency words it would be important for "every day," "yesterday," and "next year" to have separate rods so the students could see the various positions possible for these words. Here, however, the focus is on only the 3rd person "-s," the word order of the affirmative sentence, the use of the auxiliary verbs "do" and "does" and the insertion of "not" in questions and negatives.

Chart 4: NEW VOCABULARY

blue

orange

beige

brown

I
You
She
He
We
They

eat
drink
run
speak
go
sleep

-s
-s

an apple
three sodas a week
two hours a day
English
to school every day
well every night

By the time the students see Chart 4 they realize that the use of "-s" depends on the subject, not the verb, and they are not confused by the new vocabulary. (In Charts 2 and 3 only one verb is presented in order to make it clear that the 3rd person "-s" is not present because of the verb to which it is attached.) Too, because there is usually some confusion among beginners about proper nouns verses pronouns, these subjects are introduced separately so the student won't be distracted from the initial goal of associating rod with subject.

Chart 5: QUESTION FORMATION

red

beige

blue

orange

brown

Do
Do
Do
Do
Do
Do

-es
-es

I
you
Vinh
she
we
Rose &
Keo

study
like
eat
listen
eat
go

English
to eat
well
to music
chicken
downtown

If using the blackboard, write "do" in front of the subject, place the red rod above it, erase "-s" from after the verb, rewrite "-s" after the 3rd person "do" and move the beige rod above the new "-s" position. Many students may perceive this relationship for the first time and emit an audible expression of understanding.

Chart 6: NEGATIVE FORMATION

blue	red	beige	black	orange	brown
I	do		not	study	English
You	do		n't	like	to eat
Hoa	do	-es	not	eat	well
He	do	-es	n't	listen	to music
Yuki & I	do		not	eat	chicken
They	do		n't	go	downtown often

Chart 7: NEGATIVE QUESTION FORMATION

red	beige	black	blue	orange	brown
Do		n't	I	study	English
Do		n't	you	like	to eat
Do	-es	n't	she	eat	well
Do	-es	n't	he	listen	to music
Do		n't	we	eat	chicken
Do		n't	they	go	downtown often

Chart 5 introduces two new concepts: the auxiliary "do" and the movement of "s" from predicate to auxiliary. Chart 6 moves the now familiar do/does after the subject and inserts "not" after the auxiliary, two or more new concepts. Chart 7 moves the auxiliary and "not" to the front of the sentence ("fronts" the auxiliary and "not") in order to make a question.

The order of presentation of a question, negative, and negative question formation is open to the teacher. If the sequencing of the three charts were changed from the above, it would mean only that more than an absolute minimum of new information would have to be learned at one time. The students would have to keep track of 3-4 inputs in one step. By ordering it as above, there is less potential for confusion.

Other Adaptations

Chart 8: AFFIRMATIVE AND NEGATIVE STATEMENTS, PRESENT, FUTURE, PAST

blue	red	beige	light green	purple	black	orange	brown
I			did		n't	spend	six hours there
You						go	to the store
She	do	-es			n't	listen	much
He				will		study	Spanish
We						sleep	late
They	do				n't	work	after 10:00

This chart only suggests the variety of subject matter which can be explained and practiced with the rods. When the lesson allows it, the teacher should try to assign certain rods to the same structures on different charts. In all the charts above the following colors remain constant:

blue	—	subject
orange	—	predicate
brown	—	complement
black	—	"not"
beige	—	"-s"
red	—	"do"

Submitted by The Consortium Program: The Experiment in International Living and Save the Children, Galang, Indonesia.

Rods: More Uses

Purpose

To practice topical language communicatively

Brief Description

Using rods creatively can be a great boon for stimulating conversation in the classroom. The following describes a variety of uses of rods as implemented by the Consortium Program in Phanat Nikhom, Thailand.

Directions

Maps:

After students have learned a certain amount of "buildings in the community" vocabulary, e.g., bank, police station, fire department, etc., have them create a map using the rods. Lay out a sheet of newsprint and give each student a rod. Take the rod, put it somewhere on the newsprint and identify it as a building, for example, "This is the school." Students are then encouraged to place their rods on the newsprint and identify other buildings. Ask various questions such as "What building is this?" "Where is the gas station?" to facilitate students' awareness.

When all the rods are laid out, take a magic marker and draw in streets, blocks, avenues, etc. It may take a bit of re-locating rods ("urban renewal") to do this, but not much is necessary. Students can then name streets, highways, byways, etc.

This map can form the basis for further work, especially in asking for and giving directions, e.g., "How do I get to the post office?"

Floor plans:

Using the rods, model a floor plan for the class, asking questions along the way:

T: This is my house. (Put down rods outlining the outside wall of the house.)

This is my living room. (Put down rods marking off the living room.)

This is my sofa. (1 red rod)

This is my TV. (1 green rod)

What's this? (You point to sofa.)

S: That is your sofa.

T: What's this? (You point to TV.)

S: That's your TV.

continue. . .

Students are then split into small groups and allowed to build and describe their own or imaginary homes to each other.

Islamabad:

An interesting variation of the map lesson is an activity developed by Earl Stevick called *Islamabad*. Students are divided into pairs. One student, using the rods, describes a place to the second student who has never seen it before. The second student must be able to "play back" (to repeat) the description to the first student. The first student begins a description of her/his place, stopping periodically to allow the second student to describe what is in front of them. The second student can stop the first student if s/he wants to try to describe the place. When finished, the roles are reversed, and the process is repeated. Cities, towns, one street, a house, a room in a house, a zoo, a park, a country — any place that can be described can be used in the Islamabad activity.

Family Trees:

Rods can be used to represent family trees to allow students to talk about their families. One useful activity is to create a "class family," an imaginary extended family that covers all possible relationships. As with the map activity, each student can be encouraged to "contribute" one member to the family.

S: This is Clem.
He's married to Clothilde.
He's her husband.

Note

Many good *slot drills* can be developed for use with schedules, charts, maps, and other lists of information. Good sources of information are:

- bus, plane and train schedules
- fare tables
- postage rate charts
- maps, especially highway mileage maps
- movie advertisements from newspapers
- food advertisements from newspapers

Submitted by The Consortium Program: The Experiment in International Living and Save the Children, Galang, Indonesia. Adapted from Ray Clark's Language Teaching Techniques, Pro Lingua Associates, Brattleboro, Vermont.

Story Line Drill

Purpose

To have students repeat a particular grammatical structure in reference to several different situations and contexts

Brief Description

The drill consists of a series of 3-7 (depending on level) hand-drawn pictures, magazine cutouts, photos, etc., which depict a story with a beginning, middle and end. Each picture has a 1 or 2 sentence description plus the structure being taught. The descriptions need not be memorized word for word, but an accurate retelling with exact and correct usage of the structure should be achieved. The repetition of the structure and its placement within different situations will give the students practice in production as well as an understanding of when and how it is used.

SAMPLE STORY LINE DRILL

Structure: "Excuse me, can you help me? I need _____."

- Picture:
- 1) A person's son is sick and s/he is looking for a drugstore. S/he asks a lady in the street, "Excuse me, can you help me? I need to find a drugstore."
 - 2) S/he is looking for aspirin and asks the person behind the counter, "Excuse me, can you help me? I need to find some aspirin."
 - 3) S/he is looking for the prescription counter and asks the person behind the counter, "Excuse me, can you help me? I need to find the prescription counter."
 - 4) S/he needs to find her/his bus back home and asks a stranger, "Excuse me, can you help me? I need to find the bus stop."
 - 5) S/he sees an accident, needs to find a phone, and asks a stranger, "Excuse me, can you help me? I need to find a phone."

Directions

1. Familiarize students with items in the pictures and review necessary vocabulary.
2. Present the story two or three times (the lines can be written on the backs of the pictures), and then ask rapid-fire questions for comprehension.
3. Repeat the story, picture by picture, and have students repeat key lines ("Excuse me," etc.) by groups and then individually.
4. Each time one picture is learned, go back to the first picture. You (or students, depending on level) repeat the story; students generate key lines.

Variations

5. One student gives all the key lines. Do this with several students and have the group repeat each time.
 6. Ask individual students to repeat the complete story. It is not necessary to have them duplicate the words of the story exactly, but they must produce the key lines accurately.
- Give cards to five different students and have them stand in front of the class and tell the story in sequence.
 - Have students extend the story on their own using key lines in a new context. Give them paper and marker pens to draw their pictures, collect the pictures and use them in future classes.
 - Have students write the story as they remember it.
 - Have students divide into groups, make a dialogue of the key lines and responses they might expect, and role play the finished product.

Submitted by The Consortium Program: The Experiment in International Living and Save the Children, Galang, Indonesia.

Talk and Listen

Purpose

To help students use English in a communicative way that emphasizes natural speech

Brief Description

Students are divided into pairs. One student receives the "A" role of a dialogue; the second student receives the "B" role. This method is for advanced classes.

SAMPLE TALK AND LISTEN DIALOGUE

- | | |
|-------------------------------|------------------------------------|
| A. What's the matter? | B. I have a headache. |
| A. Take some aspirin. | B. I did. The aspirin didn't work. |
| A. Then lie down. Take a nap. | B. I can't sleep. |
| A. Why not? | B. It's too noisy. |
| A. What do you mean? | A. You talk too much. |

Directions

1. Model the dialogue using the steps below.
2. Students are divided into pairs. Each student receives one part of the dialogue.
3. The first speaker reads her/his line silently. S/he looks at the person to whom s/he is speaking and says as much of the line as s/he can remember. When s/he looks at the other speaker, both s/he and the other speaker should make eye contact. At first the speaker can take her/his time and can refer to the papers as frequently as necessary. The sentences may be broken up and may sound a little awkward at first but, with some practice, the speaker will be able to say more words and phrases at a time.
4. When the first speaker has finished, the second speaker says her/his lines in the same way. Students are not to be encouraged to memorize the lines. Memorization leads to mechanical speech. By practicing the dialogues in the above manner, students will learn the dialogues naturally.
5. While students are working in pairs on the dialogues, go around the room listening and helping with any problems (pronunciation, vocabulary, etc.). After students have worked in pairs on the dialogue, the entire class can work on pronunciation, intonation, vocabulary problems.

Variation

Give the students roles to play as they deliver the dialogue. Some suggestions are:

- Teacher to student, or vice versa
- Friend to friend
- Friend to enemy
- Lover to lover
- Employer to employee, or vice versa
- Stranger to stranger
- Policeman to citizen, or vice versa
- Wife to husband, or vice versa

*Submitted by The Consortium Program: The Experiment in International Living
and Save the Children, Galang, Indonesia.*

Total Physical Response

Purpose

To teach language through a series of commands

Brief Description

Students give or respond to commands given by the teacher or another student. Through active participation and the benefit of receiving adequate listening time, students are equipped to produce structures easily.

Directions

1. Model a series of commands, stating the sentence as you perform the action. For example, say, "Go to the blackboard." as you walk to the blackboard.
2. Between three and six students are invited to be seated next to the teacher at the front of the class. Walk through the commands with the volunteers.
3. Step aside and give the commands to the volunteers occasionally mixing up the initial sequence. The volunteers return to their seats.
4. Model the commands; all students repeat.
5. The students, as a class or individually, give the commands to the teacher to perform.
6. The students are paired and practice giving the commands to one another.

Variation

This oral activity can become a written one by requesting the students to write the commands either individually, in pairs, or as the whole class.

Submitted by The Consortium Program: The Experiment in International Living and Save the Children, Galang, Indonesia.

Use of Visuals

Purpose

To provide students with oral practice in the presentation, practice, review, and communication stages of language learning

Directions

PRESENTING NEW MATERIALS

CONTEXTUALIZING

Purpose: To introduce conversations or dialogues and to introduce new vocabulary in a communicative context

Procedure: When first introducing a conversation or dialogue, show the visual to the students to contextualize the language for them, to help them think about what the situation is. At this point, students will often volunteer vocabulary that is already familiar to them or may ask the English for unfamiliar words or phrases.

ELICITING

Purpose: To elicit student-centered conversations about the pictures

Procedure: Ask the students to describe the picture, or ask questions like the following about each vocabulary item or situation:

- What is it used for?
- Where is it found?
- What does it look like?
- Who uses it?
- How do you use it?
- What do you need this for?

Questions can be scaled up or down depending on the level of the students. Acceptable responses can be single words, phrases, or complete sentences. What is important here is to encourage students both to guess and to volunteer what they know. This will increase their self-esteem and help them to become more active language learners.

PRACTICING AND REVIEWING

REPETITION AND SUBSTITUTION DRILLS

- Purpose:** To provide practice of new or weak structures while varying and expanding the vocabulary
- Procedure:** In a repetition drill, the teacher models the utterance and students repeat, first in a large group, then in smaller groups, and finally individually. Pictures can be used to reinforce the utterance.

Example: "I'd like chicken."
"I'd like rice."
"I'd like apple juice."

In a substitution drill, the teacher models the first phrase or sentence which the students repeat several times. Then the substitute item is given as a cue. This could be done by showing a picture or by saying the word(s) and showing a picture. The students then say the entire phrase or sentence, at the same time substituting the new cue in the previously modeled sentence. To continue, the teacher produces the next cue (without the phrase or sentence) and the students respond with the complete phrase or sentence.

Example: "I need a shirt."
(Cue: a blouse)
"I need a blouse."
(Cue: pants)
"I need pants."

The substituted item can be any part of the sentence or phrase.

MEMORY GAME

- Purpose:** To practice recall of vocabulary or dialogue relevant to a picture
- Procedure:** Divide the class into 2 teams of equal size. Show the entire class a picture for a very short time, perhaps 5 seconds. Allow no writing during this time. Then ask members of each team to recall as many words, phrases, or dialogues in the picture as possible. Each team gets 1 point for every correctly recalled utterance. The team with the most points wins.
- Variations:**
- In order to win a point, the team must spell the vocabulary correctly.
 - Before showing the picture, tell students to find as many words beginning, for example, with the letter M as possible, or as many verbs as possible. The team with the most points wins.

REJOINER

- Purpose:** To elicit appropriate responses in 2-line dialogues
- Procedure:** The first line in the 2-line dialogue is said by the teacher. The student supplies the second line. Pictures can be used two ways: either to set the scene or to cue the lines. The teacher can do this with the whole class, part of the class or individual students. Students, in pairs, can also use this technique.
- Example:** "What's the matter?"
(Cue: Picture of stomachache)
"I have a stomachache."
(Cue: picture of fever)
"I have a fever."

MAKE SENTENCE OR DIALOGUE

- Purpose:** To practice making sentences or dialogues given picture cues or given picture cues and oral cues
- Procedure:** Show the picture to the students and ask each one to make a sentence or dialogue about the picture. The students can be further cued by giving them an oral cue.
- Example:** (Picture: housing problem)
(Possible cue: leaks)
"What's wrong?"
"My sink leaks."

CATEGORIES

- Purpose:** To categorize items in order to show the relationships
- Procedure:** Take several copies of the *CAL* picture cue book, *EVERYBODY'S TALKING*, and cut the relevant pictures out of the book and mount them on cardboard. Students, individually, in pairs, or in small groups, must sort the cards into categories. The student or team who sorts correctly and can identify all of the objects wins.
- Example:** (Cards: furniture and appliances)
Sort the cards according to which item belongs in which room of the house.

STORY RECONSTRUCTION

- Purpose:** As a culminating activity, to practice recalling as much as possible from a picture and to practice indirect speech
- Procedure:** Tell a story about a picture to the students. Repeat the story several times. Call on each student to reconstruct part of the story.
- Example:** (Picture: job interview)
John needs a job. He goes to the employment office and later goes to talk to an employer. The boss asks him many questions.

John fills out an application form and asks the boss questions about the salary and working hours. The boss likes John and offers him the job. John accepts. They shake hands.

- Variations:
- This can be done orally or written.
 - Greater grammatical control in reconstructing the story should be required of upper-level students.
 - The students at upper levels could be required to reconstruct the story using indirect speech.

LISTENING CLOZE

Purpose: To provide practice in listening for selected vocabulary

Procedure: Show a picture to the students and tell them a story about it or act out a dialogue about it. Repeat the story or the dialogue several times. Then give the students a paper with the story or dialogue written on it, but with several blanks instead of words. Read the story or dialogue again, line by line. The students try to fill in the blanks as they hear the word(s). The first line should have no blanks in it.

Example: (Picture: converse with co-workers)
"What did you do last weekend?"
"I played volleyball."
"What did you do last weekend?"
"I went swimming and watched T.V."

- Variations:
- Leave blanks for some of the words. For example, erase every 5th, 7th, 9th, etc. word.
 - Leave a blank for content words that need to be drilled (e.g., all verbs).

ROLE PLAYS

Purpose: To provide practice in acting out a conversation

Procedure: Using the pictures as cues, students, in pairs or small groups, act out role plays. These can be limited to the language originally presented or expanded as much as the students can produce.

STORY TELLING

Purpose: As a culminating activity, to practice telling as many details as possible in story form

Procedure: Show the students a picture that has been presented and practiced many times. Ask them to tell a story, incorporating as many details as possible.

- Variations:
- The higher the level of the students, the more grammatical control they can maintain and the more details they can include.
 - This can be played in teams, with the team giving the most accurate details and/or language the winner.
 - The stories can be written or oral.

COLOR CODES

- Purpose: To provide practice in internalizing English structures through color
- Procedure: Cut out appropriate pictures from the Picture Glossary of *EVERYBODY'S TALKING*. Mount all the words of the same structural category (e.g., noun, verb) on the same color cardboard paper. Using different colors of cardboard paper for those categories for which there are no pictures, make a set of color-coded cards. In other words, a complete set would have pictures of nouns on blue paper, pictures of verbs on green paper, articles written on red paper, pronouns on yellow, etc. Give students (in small groups, pairs, or individually) each a set of cards, making sure the vocabulary is appropriate for their level and the course content. Ask students to make sentences. If the color codes are kept constant during the course, they can be an aid to internalizing English structures. In other words, a subject-verb-object sentence structure will always have the same color code. This way, a student need never learn the names of the parts of speech.
- Variation: Give students decks of unordered color-coded cards, with each deck comprising one sentence. Add one extra word to each deck before giving it to the students. Students must order the words correctly and discard the unnecessary card.

CONCENTRATION

- Purpose: As a literacy or word recognition activity, to practice matching words with appropriate pictures
- Procedure: Cut out the pictures in the Picture Glossary in *EVERYBODY'S TALKING*, and then cut each of the cards in two so that one half of the card contains the picture and one half contains the word, for example, a bus. Divide the students into small groups or pairs, and give each group a set of matching cards which they should lay face down on a flat surface. The first student to play turns up any two cards. If they are a matching pair, s/he keeps them. If not, s/he turns them back face down, and the next player takes a turn and tries to make a pair. The player who makes the most pairs wins.

Variations:

- The player must say the word correctly in order to keep the pair.
- To help non-literate students, cut the cards in jigsaw shape so that the rough edges link together.
- Keep the cards stored or filed in topical categories so that students are not required to play with cards that are unfamiliar to them.

Values Clarification

Purpose

To stimulate conversation about, and focus on, potential areas of human conflict

Brief Description

Students are presented with some information which requires them to clarify their values, take a stand, or express an opinion.

A SAMPLE STORY

Pretend you are on a sinking ship. There are rubber boats available for your rescue. The boats can hold only a limited amount of supplies. You can see America in the distance. If your boat makes it there safely, you will need things to help you start your new life.

Look at the list of items you have been given. You can take three items from each group. Divide into groups of three to five. Your group must decide together which things to take and which things to leave behind. You cannot decide individually.

Remember! Everyone in your group must agree.

Directions

1. Read the story carefully as the students follow along. Problem vocabulary items are discussed.
2. Break the class into groups to discuss possible courses of action.
3. Each group records on brown paper its list of survival items. They then present the choices the group came to consensus on.

Variation

You can list several possible courses of action to get the groups started.

Editor's Note: The above story is one that is used in the classroom in The Consortium Program in Galang, Indonesia. Many other stories (real or imaginary) in which refugees might face a dilemma in the resettlement process would make good material for a values clarification story.

Here is a suggestion from Piter and Mutoch's Points of View:

Hal Bohlman, his wife Judy, and their three children live in a small apartment. Hal works in the Income Tax Division of the government where he is a public information officer. Their children are now 12, 10 and 5 years old. Their plan is for Judy to return to work after their youngest child starts elementary school next year. They hope to save enough money to buy a house because they feel their present two-bedroom apartment is much too crowded.

Last week, however, Judy's father died suddenly of a heart attack. They now have to decide what to do about Judy's mother. Judy's father was the manager of a store in a large supermarket chain, so her mother will receive a modest, but sufficient, pension from the company. In addition, she will receive the money from her husband's insurance and will continue to receive social welfare benefits from the government. In order to avoid inheritance taxes, in his will her husband left his estate to Judy, with the provision that his wife would have use of it as long as she lived.

Judy realizes that it would probably be dangerous for her mother to live alone. Although her health is basically good for someone her age, 73, she has had days when her heart or arthritis acted up. Judy is afraid she might have trouble taking care of herself now that she is alone. She is living in the house that she and her husband owned, a three-bedroom house in the suburbs of the same city where Hal and Judy live.

Hal and Judy's mother never got along well in the past, but Hal realizes that Judy is worried about her mother.

Directions: Break up into groups. Read the possible courses of action that Judy and Hal thought of. As a group, add to this list other possible courses of action that you think of. Do not try to evaluate the suggestions; just try to list as many as you can.

1. They can put Judy's mother in a nursing home and move into her house.
2. They can hire a full-time housekeeper to live with Judy's mother.
3. They can ask grandmother what she wants to do.
4. They can try letting her live by herself in her own house for a while to see if her health would permit such a solution.
5. They can sell her house, put her in a nice nursing home, and buy a house for themselves.

Vocabulary Games

Purpose

To give students practice in using vocabulary items previously introduced

Directions

What's in the Basket? Put some objects in two baskets and cover them with cloth. Divide the class into two teams and let each student feel inside the baskets. The groups then list as many objects as possible that they can identify without having seen them. The group that names the most wins.

Bag It. Put an object in a bag without letting the class see it. A student puts her/his hand in the bag and tries to say what it is by feeling it.

Word Race. Split the class into small groups. Photocopy a picture that has many objects or actions in it. Give a copy of the picture to each group. The group that can write down the most objects (or actions) in a given time is the winner.

Back Words. Tape a word to each student's back, all words being from the same topic (name of a job, food, building, etc.). The student must ask a question before making a guess as to what the word might be. This may be done as a whole class or in pairs.

For lower levels, put a picture on a student's back. S/he tries to guess what it is while standing in front of the class. The class answers "yes" or "no" to the guesses.

Pass the Basket. Put the class in a circle. Give one student a basket with one or more objects in it. Play music on a tape recorder while students pass the basket around the circle. When you stop the music, whoever is holding the basket must name the objects. Change the objects and repeat.

Object Guessing Game. A student or the teacher holds an object behind his or her back. Students try to guess what the object is by saying only the name of an object, or using a yes/no question, e.g., "Is it a fruit?" The person holding the object answers "yes" or "no."

Running Game. Place a number of items or pictures on a table. Divide the class into two teams. Call out the name of one of the items as a person from each team runs to the table. The first to pick it up gets a point for her/his team.

To practice numbers or spelling, call out a number or word and one person from each team takes a piece of chalk, runs to the board and writes it (or circles it among a group of numbers or words written on the board). This game is more fun if the students have to run the entire length of the classroom.

Divide the class into two teams and give a number to each person so that a student on each team has the same number as one student on the other team. Play the running game, but call out a number after calling out the name of the object. The number will indicate which two students have to run.

Ball Toss. Students stand in a circle, each chooses a vocabulary card from a pack which reflects the same topic. The teacher or a student throws a ball high into the center of the circle and calls out one of the words. The student with that word must try to catch the ball.

Seat Scramble. Arrange chairs in a circle with one less chair than there are people. Under each chair put a vocabulary word, with each word repeated 2 or 3 times. One student stands in the middle of the circle. Seated students ask her/him a question based on the topic of the vocabulary words, e.g., "What do you want to eat?" The student in the center answers ("I want to eat an *orange*.") Students with *orange* written under their chairs have to stand and try to trade places. The student in the center tries to sit down in an empty chair. Whoever is left standing repeats the activity.

Note: For a preliterate class use pictures of the object rather than the written vocabulary word.

Treasure Hunt. Divide students into teams. Give each student a list of objects to find inside or outside the classroom. Set a time limit. The first team to return with all the objects is the winner.

My Word. Students often want to know particular words related to their own interests. Students can draw a picture (or bring in the real object) and ask the teacher individually for the word in English. The student can then write down the words and keep a notebook or card file of her/his new words.

Run and Touch Game. Attach pictures or lists of vocabulary/sight words to the board. Divide the class into two teams and have them line up in front of the board. Call out the first new vocabulary word; the first member of each team runs to the board, pointing to the word or picture representing the word that the teacher calls. The first student to touch the correct word or picture gets a point for her/his team. The first student then goes to the end of the line and the game continues until all members have had a chance to play. The team with the most points wins.

Variations:

- When a number of new vocabulary or sight words are being reviewed, the teacher can make a list for each team with the same words but in a different order on each sheet.
- Students on each team can give directions in English to help team members find the word (in the middle of the list, at the top, second word, etc.)
- A student can take the place of the teacher to call out the words to be found.

Fruit Basket. Players sit on chairs in a circle, except for the player who is "it." "It" gives the name of one kind of fruit (or piece of clothing, furniture, etc.) to each player, including her/himself, i.e., peach, pineapple, etc. Standing in the center, "it" arranges a basket by calling out two names, such as pineapple and cherries. The players with these names must change places. "It" scrambles to get one of the empty seats. The player without a chair becomes "it" and tries to regain a seat by calling out two more names of fruit. Any two names of fruit may be used. If "it" calls out "fruit basket upset," every player must move to a different seat.

Twenty Questions. One student thinks of an object and doesn't tell the others what it is. The class must ask yes/no questions and try to guess what the object is. (Limit of twenty questions)

Going to Grandma's. To practice vocabulary in different competency areas, students can play a version of the game, "I'm going to grandmother's and I'm going to take _____." Student A says a phrase, e.g., "I like apples." S2 repeats the phrase and adds another item: "I like apples and oranges." S3 repeats the phrase and adds a third item: "I like apples, oranges and bananas." The last person (the teacher) must say the phrase with all the items previously mentioned.

NOTES ON TECHNIQUES AND METHODS

The previous techniques are used widely in the Intensive ESL/CO Program in Southeast Asia. A number of these techniques, such as *oral dialogues*, *repetition drills*, *substitution drills*, *rejoinder drills* and *line-gram dialogues*, exemplify a methodology known as the Aural/Oral Method. Other methodologies used in the programs to varying degrees are Counseling-Learning/Community Language Learning and the Silent Way.

The users of this manual may find the following references helpful. (See Bibliography for complete citation.)

CAL Refugee Service Center. *The Journal*. Center for Applied Linguistics, Manila, Philippines.

The Journal provides a forum for sharing information about the Intensive Program by those who work in the training sites as well as service providers in the U.S. Five issues have appeared since 1982 containing articles on educational and cultural aspects of the program, as well as news and information of interest to all those working in refugee resettlement.

Clark, Ray. *Language Teaching Techniques*.

A compilation of favorite ESL techniques, this book demonstrates step by step a variety of teaching activities ranging from drills to communicative games.

Curran, C. A. *Counseling-Learning in Second Languages*.

This book describes a Counseling-Learning approach as it is applied to the learning of second languages, i.e., Community Language Learning.

Gattegno, C. *Teaching Foreign Languages in Schools: The Silent Way*.

After reading this book, the reader will have a general understanding of the Silent Way.

_____. *The Common Sense of Teaching Foreign Language*.

This book is a summary of what Gattegno learned in the years since the publication of the preceding. This volume presents specifics of the Silent Way. Chapter 6 is "Uses of Rods and Charts."

Ligon, Fred. *In Sight*.

This book has been designed to provide practice for low-level learners in sight word recognition. Various sections include form filling out, copying and matching exercises, literacy games, and picture stories.

Ligon, Fred and S. K., Herman. *America, In Sight.*

This book is a collection of picture stories and dialogue grids which make clever use of pathos and humor in the situations faced by refugees in their adjustment to life in the U.S. The material is appropriate for practice at all levels of ESL, as well as for discussions in English or the native language in the CO classroom.

Olsen, J. Winn-Bell. *Communication-Starters and Other Activities.*

A book of various types of language activities generating conversation. Chapter IX is "Rod Activities."

Paulston, C. B. and Bruder, M. N. *Teaching English as a Second Language: Techniques and Procedures.*

This book outlines techniques and procedures that teachers actually utilize in their classrooms. The techniques and procedures are presented under the chapter headings of grammar, speaking, pronunciation, listening comprehension, reading, and writing.

Robinett, B. W. *Teaching English to Speakers of Other Languages: Substance and Technique.*

This book is divided into two major sections. The first, "The English Language," includes a general description of the essential features of grammatical, sound, and vocabulary systems. The second section, "Teaching English to Speakers of Other Languages," deals with pedagogical matters, such as teaching communication skills, language, and culture.

Stevick, E. W. *Teaching Languages: A Way and Ways.*

A discussion of language teaching methodologies including Community Language Learning and the Silent Way. Chapter 11, "Some Uses of Cuisenaire Rods," includes a description of Stevick's well-known Islamabad Technique.

LITERACY ACTIVITIES

Introduction

This section is composed of Literacy Activities and sample worksheets that have been developed by teachers and supervisors in Southeast Asia in response to the need for suitable materials for ESL literacy instruction for adult learners.

The activities, games, and worksheets in this section represent the development of materials which are within the speaking or listening vocabularies of the student and relevant to the learner, and provide basic code-breaking or word attack skills. They are designed to reinforce language previously introduced and mastered aurally and orally through the regular ESL curriculum. Some of the low level activities in the ESL Activity Section are also cross-referenced to games in this section.

The worksheets found within are sample pages from four sources: *Insight* by Fred Ligon; *The Literacy Activity Guide* by Steve de Bonis and Robert Wachman; *On Time*, a CAL publication; *Money*, a publication of CAL and ICMC.

It is hoped that these materials will stimulate teachers to generate their own ideas and activities. The section should be viewed as a working one; users are encouraged to make adaptations or expansions to suit their individual students' needs.

LITERACY ACTIVITIES : 1983

Alphabet Flashcard Activity (I)
Alphabet Flashcard Activity (II)
Alphabet Flashcard Activity (III)
Alphabet Flashcard Activity (IV)
Alphabetical Activity
Before or After
Board Games
Capital Letter Activity
Discrimination Activity
Initial Consonant & Vowel Activity
Key Word Cards
Lower Case Letter Activity (I)
Lower Case Letter Activity (II)
Lower Case Letter Activity (III)
Name Card Activity (I)
Name Card Activity (II)
Number Games
Sentence Strip Dialogue
Sight Word Recognition Activity
Sight Word Spelling Activity
Sight Word Tic Tac Toe
Stairs
Use of Flip Charts
Word Strip Reading

ALPHABET FLASHCARD ACTIVITY (I)

Submitted by the International Catholic Migration Commission Program, Bataan, Philippines

Purpose

- To state the names of the letters in the alphabet.
- To sequence letters in alphabetical order

Materials

Alphabet flashcards
Pocket chart or other device for displaying flashcards

Directions

1. Distribute one set of alphabet flashcards randomly to the entire class.
2. Ask "A" or "Who has 'A'?" and direct the student holding "A" to come to the front of the room and place the flashcard at the extreme left side of the pocket chart and say "A."
3. Point to "A" and cue the whole class to say "A."
4. Point to the space to the right of "A" and elicit oral production of "B." The student with "B" puts it in the holder and says "B."
5. To review the sequence up to this point:
Point to "A"; students say "A."
Point to "B"; students say "B."
6. Repeats steps 4 and 5 until "H" is reached. If the class seems to find this easy, continue; if difficult, stop.
7. Occasionally point to letters randomly and elicit choral, group, and individual responses.

Taken from the Literacy Activities Guide by Steven De Bonis and Robert Wachman

ALPHABET FLASHCARD ACTIVITY (II)

Submitted by the International Catholic Migration Commission Program, Bataan, Philippines

Purpose

To give students practice in saying the alphabet in sequence

Materials

Alphabet flashcards

Directions

1. Teach segments of the alphabet, e.g., A — I, by holding up alphabet flashcards. Display that portion of the alphabet to be taught. Give the model of pronunciation and ask the students to repeat it in groups or individually.
2. Distribute one set of lower case alphabet flashcards to each student. Show the alphabet letter "A" to the students and ask them to pick up the flashcard "A," putting it on the desk in front of them. Ask the students to read "A" loudly. Do this for all the other letters of the alphabet being taught. The students then arrange the cards in order.
3. Call the name of an alphabet letter at random. Every time a letter is called, ask the students to show the card of the letter and then turn it face down.

With some alphabet cards face up and some face down, ask the students to read the cards chorally or individually. This procedure is continued until all of the cards are face down.
4. Collect the cards.

Taken from the Literacy Activities Guide by Steven DeBonis and Robert Wachman

ALPHABET FLASHCARD ACTIVITY (III)

Submitted by the International Catholic Migration Commission Program, Bataan, Philippines

Purpose	To give students practice in spelling their own names
Materials	Alphabet flashcards (sufficient alphabet flashcards should be available to spell the name of any student in class)
Directions	1. Spread out alphabet flashcards on a table. 2. Ask one student to come to the table and arrange the alphabet flashcards to spell out the student's full name. Have the student put the letters in correct order on the chalkboard tray so all students can see them. 3. Ask the student, "How do you spell your name?" 4. The student answers by reading each letter in her/his name. 5. The other students observe and listen to see if the name is being spelled correctly. If a mistake is made, any student recognized by the teacher can try to correct the error.
Variations	• Begin the game by having the students spell out their family names; the game can then be repeated by having the students spell their first names. • The class can be divided into two teams, with a member from team A being selected to arrange the letters in her/his name and then spell out the name. Members in team B will correct any mistakes made. Then, a member from team B arranges the letters in her/his name and team A corrects any mistakes made by the member from team B. The team whose members make the least mistakes wins the game. • Write the name of a student on the blackboard <i>incorrectly</i> (omitting letters, erroneous sequencing, etc.). The student whose name has been misspelled arranges the letters correctly. If the student makes any mistakes in trying to arrange the letters in her/his name, s/he can ask any of the other students to come up and help. Once the correct arrangement is made, the student spells out the name. • The teacher can also use number flashcards. Students arrange their ID numbers using the procedures above.

Taken from the Literacy Activities Guide by Steven DeBonis and Robert Wachman

ALPHABET FLASHCARD ACTIVITY (IV)

Submitted by the International Catholic Migration Commission Program, Bataan, Philippines

Purpose

To recognize and name the letters of the alphabet

Materials

Alphabet flashcards

Directions

1. Distribute one set of alphabet flashcards to the students.
2. Call out letters randomly (not in alphabetical order).
3. The student who has the letter called holds up the letter and says its name.
4. The class looks at the letter and repeats its name.
5. After a chunk of the alphabet (or the whole alphabet) has been completed in this fashion, cue the students to trade cards among themselves. The activity is then repeated.

Variations

- Let the students call out the names of the letters.
- A student holds up her/his letter, says its name, then calls another letter. The student who has that letter holds it up, says its name, and calls a 3rd letter, etc.

Taken from the Literacy Activities Guide by Steven DeBonis and Robert Wachman

ALPHABETICAL ACTIVITY

Submitted by the International Catholic Migration Commission Program, Bataan, Philippines

Purpose

To enable students to alphabetize the first, second, and third letters in their names

Materials

Name cards

Directions

FIRST LETTER ALPHABETIZATION

1. Distribute family name cards to owners.
2. Ask whose name begins with "A."
3. Those students who think their names begin with "A" stand, pointing to the first letter on their name cards.
4. If correct, cue these students to begin formation of a line. If incorrect, students are asked to sit down.
5. Continue calling or eliciting subsequent letters of the alphabet. This activity continues until all students are standing and the entire alphabet has been called out.

SECOND AND THIRD LETTER ALPHABETIZATION

1. Ask all students whose names begin with a particular letter to stand, form a line in front of the class, and display their name cards.
2. Instruct each student to point to the second letter in her/his name.
3. Ask if anyone's second letter is "A."
4. Continue as with steps in 'first letter alphabetization.'

Taken from the Literacy Activities Guide by Steven DeBonis and Robert Wachman

BEFORE OR AFTER

Submitted by the International Catholic Migration Commission Program, Bataan, Philippines

Purpose

To sequence the letters of the alphabet in alphabetical order

Materials

Follow-up worksheets, if desired

Directions

1. Write an unsequenced series of letters vertically on the board with blanks on either or both side(s) of the letter.
2. Students orally give the letter that comes before or after (or both), according to the position of the blank. The blank can be filled in as well.

Example: _____ G
 _____ W
 M _____
 J _____
 _____ T _____

Variation

Print a single letter of the alphabet on the blackboard. Say other letters and ask students whether they come "before" or "after" the printed letter. After students demonstrate their understanding, establish non-verbal cues as follows: students point to their left to indicate before, to their right to indicate after. After general understanding and ability have been demonstrated, ask students to do it with their eyes closed or heads down to more accurately monitor individual ability.

Worksheets like the following can be passed out for homework or worked on individually or in pairs during class.

SAMPLE WORKSHEET

NAME _____		1-16
FIRST	LAST	
WHAT COMES BEFORE OR AFTER?		
E	F	B C M N
O	D	Q
H	Y	J
I	A	C
F	R	I
K	G	S

Taken from the Literacy Activities Guide by Steven DeBonis and Robert Wachman

BOARD GAMES

Submitted by The Consortium Program, Galang, Indonesia:
The Experiment in International Living and Save the Children

Purpose	To reinforce recognition of sight words associated with various survival situations in the United States
Number of Players	Two or more
Materials	Board Game Dice or numbered flashcards (1 - 7) A different marker (or token) for each student
Directions	Students put their markers in the upper left-hand corner of the board. Students move their markers by throwing dice or picking a card. The box each student lands on shows her/him what information to use when filling out the corresponding worksheet.
Note	After each move indicated by the dice or card, the student should also move her/his marker to the next corner box before throwing the dice (or picking the card) again. Moving to the next corner box makes it impossible to have more than one element from each row. Board games can be developed for a number of survival situations in the United States. For additional board game suggestions for ordering in a restaurant, addressing an envelope or boarding an airplane, see Fred Ligon's <i>America, In Sight</i>.

SAMPLE BOARD GAME

NAME	LOIS PURHAM	ROBIN LEOPARD	HONIE GUTOW	MARLYN BLASER	BARBARA WHITNEY	EDISON WHITNEY	CAROL RICHARDSON	ADDRESS
 36-1912 42-5867 33-1198 74-2137	APPLICATION 						13 BANK ST.	
							14 POST RD.	
							35 A ST.	
							78 APPLE RD.	
							61 B AVE.	
								95 RICE RD.
								6 FIRST ST.
ID NUMBER	FARMER	SOLDIER	FISHER MAN	TAILOR	TEACHER	SHOP CLERK	WASON	OCCUPATION

NAME: _____

ADDRESS: _____

ID NUMBER: _____

OCCUPATION: _____

NAME: _____

ADDRESS: _____

ID NUMBER: _____

OCCUPATION: _____

NAME: _____

ADDRESS: _____

ID NUMBER: _____

OCCUPATION: _____

Taken from In Sight by Fred Ligon, The Experiment in International Living.

CAPITAL LETTER ACTIVITY

Submitted by the International Catholic Migration Commission Program, Bataan, Philippines

Purpose

To recognize, read and sequence in alphabetical order capital letters A-F, G-Z

Materials

Capital letter flashcards
Pocket chart

Directions

1. Hang a pocket chart on the board and scramble letters A - F on the desk.
2. Hold up flashcard "A"; students read. Put flashcard "A" in the upper left corner of the pocket chart.
3. Point to the space at the right of "A" and elicit "B" from a student or students. When the response "B" is given, call on a student to choose flashcard "B" from the pile and put it next to "A." (If no one in the class can respond, the teacher models.) The class reads the sequence "A," "B."
4. Repeat step 3 until all letters (A - F) are sequenced left to right on the chart.
5. Scramble the sequence of letters. Students re-sequence and read.

After a group of letters have been sequenced:

- a. Point to the letters in random order; the class reads.
- b. Cue individual students to name specific letters out of alphabetical order and then to read a sequence.
- c. Mix up the order of a group of the flashcards, putting some in the pocket chart upside down, etc. Students come up, put them in proper order, and read.
- d. Call out individual letters; students pull them off the chart and put them on the table.

When all letters are on the table, call on students to re-sequence and read.

Taken from the Literacy Activities Guide by Steven DeBonis and Robert Wachman.

DISCRIMINATION ACTIVITY

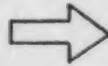
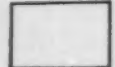
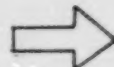
Submitted by the International Catholic Migration Commission Program, Bataan, Philippines

Purpose	To circle a shape (presented in a series of shapes) which is the same as the sample shape
Materials	Same and Different Worksheet A board size chart which contains the Same-Different exercises as on the worksheet.
Directions	1. Put Same-Different chart on board. (If the chart is not available, draw the examples on board.) 2. Point to the sample shape (to the left of the vertical line) and then, one at a time, to the shapes to the right of the line. As each shape is pointed to, elicit (cue, if necessary) the response of DIFFERENT or SAME from the students. (If students cannot respond, teacher models.) 3. When the shape that is the same as the sample is reached, circle it. 4. Call a student up to do the second example following the same procedure, but the student now takes the teacher's role. 5. Call up another student to do the third example, and so forth. 6. The worksheet is then handed out to seated students to complete individually. The teacher monitors. (If difficulties in doing the worksheet arise, students can help each other.) 7. Check finished papers either individually or by having students check their papers against the chart. 8. Hand out other Same-Different worksheets for homework.

SAMPLE: SAME AND DIFFERENT WORKSHEET

NAME _____ I-21

CIRCLE _____

Taken from the Literacy Activities Guide by Steven DeBonis and Robert Wachman

INITIAL CONSONANT & VOWEL ACTIVITY

Submitted by the International Catholic Migration Commission Program, Bataan, Philippines

Purpose

To discriminate common initial sounds of various words

Materials

Visuals whose objects' names begin with the same initial letter or sound
Word cards that correspond with the visuals

Directions

1. Tape three visuals on the board which represent actions or things (previously learned, if possible) that all begin with the same initial letter and sound, i.e., MAN, MEN, MOP.
2. Point to first visual; students identify. (If students are unable to identify, the teacher models and students repeat.)
3. After all visuals have been identified, return to the first visual and the students again identify.

Hold up the word card that corresponds with the visual; students read.

4. Point to initial letter and students name that letter. Tape a word card under the visual. (If the teacher wishes, s/he can put the word cards on the desk and have students come up and match the word cards with the visuals, especially if the written words for these particular visuals have been previously introduced.)
5. Give students flashcards with the initial consonant or vowel that was introduced. Say a series of words and every time the students hear a word beginning with the initial sound, they hold up the flashcards.

Note: Instead of using word cards for step 3, the name of each visual can be written at the bottom of the visual and folded under so as not to be visible to the students. During step 3, they are unfolded and become visible to the students.

6. After this activity is completed, do it again, but with another initial sound. Students are then given flashcards with both initial letters (or 1/2 students are given flashcards of 1st initial letter and 1/2 are given flashcards of 2nd initial letter). Say a series of words and students hold up 1st or 2nd flashcard when they hear the appropriate initial sound.
7. Shuffle the visuals (and/or cards); students group them according to initial consonant (or vowel). When this is finished, the word cards are matched with the visuals. The cards are read and initial consonant (or vowel) noted.

Variations

- Ask students to give all the words they know that begin with the initial consonant or vowel that was introduced. The teacher or a student writes these words on the board.
- Tape a series of word cards or visuals on the board. Students group them by initial consonant (or vowel) and name the initial consonant (or vowel).

Taken from the Literacy Activities Guide by Steven DeBonis and Robert Wachman

KEY WORD CARDS

Submitted by the International Catholic Migration Commission Program, Bataan, Philippines

Purpose

To recognize, name, and sequence letters of the alphabet

Materials

Cardboard paper
Marking pens

Brief Description

The alphabet can be taught or reinforced by linking each letter to a "key" word (or words) which begins with that letter. The key words are represented both with pictures or drawings and with their written forms. For example, for the letter "A" (we suggest beginning with only capital letters), students would be shown a card with the capital letter "A" printed on it, a picture or drawing of an apple (or other object whose name starts with "A") and the word "APPLE." The key word for "B" could be "BOY," for "C" it could be "CAT," etc. Some teachers prefer to use only the letters and pictures and not write out the key words.

There are several advantages of using key words: 1) they are handy devices for remembering the letters; and 2) in addition to learning the names of the letters, the students learn one sound of each letter. Key words can also be a means of introducing or reinforcing words from the curriculum guide.

A suggested variation is to elicit key words from the students and make the cards in class.

COMPLETED KEY WORD CARDS

Directions

1. Show the students a key word card and, pointing to the letter, elicit (or tell, if necessary) the name of the letter.
2. Point to the picture on the card and elicit or tell the name of the object.
3. Point to the written key word and elicit or tell the word again.
4. Repeat these steps for the succeeding letters of the alphabet.

It is important to:

- 1) review all previously introduced letters/key words before introducing each additional letter, and
- 2) introduce letters in chunks of three — four letters, reviewing previous chunks before introducing new material.

ELICITATION TO PRODUCE KEY WORD CARDS

1. Show the key word card which has only the letter printed on it.
 2. Point to and elicit or tell the name of the letter.
 3. Ask students, "What English word begins with 'B?'" (The use of a bilingual aide may be necessary at this point.)
 4. Draw a picture of this word on the blackboard and ask the class, "Like this?" If the class affirms, draw a picture on the key word card with a marker. If not, try again or ask a student to draw the picture. The teacher or student draws the picture on the keyword card when agreement is reached.
 5. Attempt to elicit spelling of the key word. (If none of the students have the spelling, the teacher will have to supply it.)
 6. Point to and elicit the names of the letter, picture and word (in that order).
- If written words are not to be used, the procedure stops with #4.
 - Key word cards can be put on the wall at one time or introduced gradually in chunks.

Note

Taken from the Literacy Activities Guide by Steven DeBonis and Robert Wachman

LOWER CASE LETTER ACTIVITY (I)

Submitted by the International Catholic Migration Commission Program, Bataan, Philippines

Purpose

- To recognize, name and sequence in alphabetical order lower case letters
- To link appropriate lower case letters with previously presented upper case

Materials

Upper and lower case flashcards
Pocket chart with two rows — one for upper case and one for lower

Directions

1. Review steps in *Capital Letter Activity*.
2. After all capital letters (A-F or G-Z) are sequenced in the pocket chart, hold up a set of lower case letter flashcards and put them face up on the desk or stand them on the blackboard.
3. Point to the capital "A" and elicit a response.
4. Point to space directly below the "A," point to the pile of lower case letter flashcards and invite a student to come up and place the appropriate lower case letter with the upper case letter. The student states the name of the letter, and the class repeats it.
5. After all lower case letters are placed in the chart, remove the capital letters and scramble the lower case. The students re-sequence.

Taken from the Literacy Activities Guide by Steven DeBonis and Robert Wachman

LOWER CASE LETTER ACTIVITY (II)

Submitted by the International Catholic Migration Commission Program, Bataan, Philippines

Purpose

- To identify lower case letters
- To sequence lower case letters in alphabetical order

Materials

Lower case letter flashcards
Pocket chart

Directions

1. Give lower case flashcards to individual students (A-F or G-Z). The students sequence them in the pocket chart.
2. Remove letters from the chart, one at a time, in random order. As a letter is removed, it is shown to the class. Individuals read the letter; the whole class reads the letter; then the flashcard is put on the desk.
3. Call out a letter. A student comes up and chooses the correct lower case flashcard which s/he places in the chart.
4. Step 3 is repeated until all lower case letters are in the chart.
5. Students are called on to re-sequence the letters.

Taken from the Literacy Activities Guide by Steven DeBonis and Robert Wachman

LOWER CASE LETTER ACTIVITY (III)

Submitted by the International Catholic Migration Commission Program, Bataan, Philippines

Purpose

To identify and name lower case letters

Materials

Word cards
Tape
Lower case letter flashcards (optional)

Directions

1. Paste word cards written in lower case letters on the blackboard (preferably sight words or students' names). Call out letters A-F, one at a time.
2. As a letter is called, individual students come up and point to that letter in each word in which it occurs.
3. Point to letters at random within the word strips; students respond by reading that letter.

Taken from the Literacy Activities Guide by Steven DeBonis and Robert Wachman

NAME CARD ACTIVITY (I)

Submitted by the International Catholic Migration Commission Program, Bataan, Philippines

Purpose	To recognize and name letters found in students' names
Materials	Student name cards printed in all capitals
Directions	1. Distribute name cards to all students. 2. Call out a letter (in or out of alphabetical order). 3. Students hold up their name cards if they think that letter appears in their names. 4. Call on each student who is holding up her/his name card to point to the letter on her/his card.
Variations	• Call out a letter. Any student who thinks that the letter is in her/his name stands up. The first student to stand up gets a point, but only if s/he can point to the letter on her/his name card. Keep score by putting points next to the students' names on the chalkboard. • Put a number of names or sight word cards on the board or in the pocket chart. Point to each word and elicit or read the word. Then call out a letter. Volunteers come forward and point to each incidence of that letter in the words posted. If the volunteer makes a mistake or misses one or more examples of the letter, another volunteer (or the teacher) may assist.

Taken from the Literacy Activities Guide by Steven DeBonis and Robert Wachman

NAME CARD ACTIVITY (II)

Submitted by the International Catholic Migration Commission Program, Bataan, Philippines

Purpose

- To recognize and name letters found in students' names
- To sequence the alphabet

Materials

Name cards
Alphabet flashcards
Pocket chart

Directions

1. Hold up a student name card with the letter "A" in it for all to see. Students read the name (if possible).
2. Point to the letter "A" and elicit "A."
3. Put flashcard "A" in the pocket chart to left side.
4. Follow the same procedure for the subsequent letter. (If a letter cannot be found within a student's name, the teacher introduces its flashcard independently.)
5. As letters are sequenced, cue review by pointing to each letter again rapidly, beginning with the first letter in the sequence, e.g., after "E" is placed in the chart, the teacher cues choral production of "A, B, C, D, E."

Note

- It is suggested that the alphabet be broken into chunks of seven letters and that only one or two chunks be introduced on one day.
- Previous chunks should be reviewed prior to introduction of succeeding chunks, i.e., if you are going to introduce a chunk beginning with "G," first review "A-F."

Taken from the Literacy Activities Guide by Steven DeBonis and Robert Wachman

NUMBER GAMES

Submitted by The Consortium Program, Phanat Nikhom, Thailand: The Experiment in International Living,
Save the Children Federation, and World Education

Purpose

To practice identifying, naming, and counting numbers

Directions

Numbers and Colors Put a number of different colored cuisenaire rods or colored cards on a table and cover them with a cloth. Uncover them, let the class look at them for a short time, then cover them again. Ask the class "How many?" and "What color?"

Number Snatch Divide class into two teams and assign everyone a number so that a person on one team has the same number as a person on the other team. Arrange everyone in a big circle and put an unbreakable object in the center. Teacher (or a student) calls a number. The person from each team with that number runs and tries to get the object. The person to get it wins a point for her/his team.

Number Switch Put students in a circle and assign them each a number. Numbers should be consecutive but may begin anywhere. One student stands in the center of the circle and calls out two numbers. Those students try to switch places before the student in the middle takes one of the places. Whoever is left in the center calls two more numbers.

Count the Claps Bring a student to the front of the class and have her/him stand facing the blackboard with her/his back to the class. The teacher or a student claps her/his hands a number of times. The student facing the blackboard has to say the number of claps.

Number Line Up Give a card with one number (0-9) to each student. Call out a two-, three-, or four-digit number, depending on the level of the class. Students line up holding number cards to make the number.

Counting Activities The following activities may help build fluency in counting.

- 1) Write many numbers on the blackboard in random order. Give a student a pointer. The student says any number and points to it, or s/he points to a number and another student says what it is.
- 2) Put the class in a circle. Have students count consecutively. Go around and around the circle, counting higher and higher. Students may also count backwards, or by twos (2, 4, 6, 8, etc.).

Number Guessing Game Teacher or a student holds a number of coins or small objects in her/his hand. Another student tries to guess how many objects s/he is holding.

Find Your Number Give each student a card with a number on it, two people having each number. Blindfold everyone and have them walk around, saying their numbers, until they find the person with the same number.

SENTENCE STRIP DIALOGUE

Submitted by the International Catholic Migration Commission Program, Bataan, Philippines

Purpose

To introduce students to reading through orally mastered material

Materials

Sentence strips

Directions

1. Ask two students to do a short dialogue from the day's lesson.

Example: Q — WHAT DAY IS TODAY?

A — TODAY IS MONDAY.

2. One student repeats the question as the strip with the written question is held up. The class reads.

3. Point to the first word of the question.

Example: WHAT, and students read

4. Cut the first word off the strip.

5. Steps three and four are repeated until all the words are cut off, including any punctuation.

6. Shuffle the cut-up words and punctuation marks, then give a strip to each student.

7. The student restructures the sentence on the pocket chart, reading as s/he goes along.

8. Follow steps 2-7 with the answer strip.

9. When both question and answer have been re-formed, start removing the words at random and give them to the students, who then put them back in their proper places.

Example: WHAT (DAY) IS TODAY?

(The word in parentheses is removed by the teacher and replaced by the students.)

10. Scramble the sentences in the pocket chart; students unscramble them.

Example: Q — DAY TODAY IS WHAT?
WHAT DAY IS TODAY?

A — MONDAY TODAY IS.
TODAY IS MONDAY.

Variations

The following activities can be included for initial consonant or vowel sound recognition:

- 1) Say various words included in the strip sentence; students must identify the initial consonants by holding up flashcards or circling them on a consonant recognition sheet.
- 2) A student reads a word from a strip, identifies the initial consonant (or vowel sounds).
- 3) The student reads a word from a strip, identifies the initial consonant (or vowel), and gives all the words s/he knows that begin with that letter.
- 4) Fold under some of the letters of two words and combine the visible letters to form a new word (that contains a previously introduced sound). For example, taking the sample sentences (WHAT DAY IS TODAY? TODAY IS MONDAY.), the teacher can fold under all of the letters of MONDAY except the first, leaving just the M visible. Next, fold under the D of Day leaving just the AY visible. Join the M with AY making MAY. The students read. Next, fold under the HAT of WHAT leaving the W visible. Join the W with AY to get WAY, and the students read. In this manner, many words with familiar spelling patterns and sounds can be formed.

Note: This is not a beginning activity. It should be done only after the students have a considerable sight word vocabulary or word attack skills and experience with sentence strip activities. Take into consideration the irregularities of English spelling and pronunciation, and try not to confuse the students.

- 5) The dialogue, after having been presented in word strips, can further be divided into individual letters. These letters would be scrambled and restructured, one word at a time, until the sentences are re-formed. Another activity could be the making of other words from the cut letters. These activities are difficult and your students should have a good sight word vocabulary and some spelling skills before attempting them.
- 6) As your class progresses, you can test the class retention of previously learned material with this activity. Put a selection of word strips from previous lessons in a pocket chart. Let your students use them to form their own dialogues.

Expanded Sentence Strip Dialogue

This activity can be done in switching from questions beginning with WHAT or WHERE to questions beginning with any form of TO BE, TO DO, or CAN.

Go from the initial: WHAT IS TODAY?
TODAY IS MONDAY.

to the expanded dialogue: IS TODAY MONDAY?
YES, IT IS.

Use the following steps:

1. The initial dialogue strip activities are completed and on a pocket chart.

WHAT DAY IS TODAY?
TODAY IS MONDAY.

2. Students are called upon to orally give the expanded dialogue.

IS TODAY MONDAY?
YES, IT IS.

3. Do not present a new question strip, but encourage the students to manipulate the words from the initial strips to form the new question. All the words and punctuation necessary to form the new question are already on the pocket chart. It's up to the students to find the words and to structure them correctly.

4. After the question strip is formed, present the answer strip:
YES, IT IS.

Taken from the Literacy Activities Guide by Steven DeBonis and Robert Wachman.

SIGHT WORD RECOGNITION ACTIVITY

Submitted by The Consortium Program, Galang, Indonesia:

The Experiment in International Living and Save the Children

Purpose	To practice spelling and pronunciation of sight words
Materials	4 to 5 decks of alphabet flashcards
Directions	1. Divide students into groups and give each group a deck of alphabet flashcards. 2. Say a word; each group forms the word with its flashcards. The students of the first group to finish raise their hands. 3. The group then is required to pronounce and spell the word. Award one point to the team that forms the word, one point for the correct spelling, and one point for the correct pronunciation.
Variations	• Ask the students to form sentences. • Ask the students to form three or more words at one time. • One group can make a word, followed by a word made by another group to make a sentence (or a story). • For the highest level, say one word; the groups make sentences using the word.

SIGHT WORD SPELLING ACTIVITY

Submitted by The Consortium Program, Galang, Indonesia:

The Experiment in International Living and Save the Children

Purpose

To recognize the letters in sight words and arrange the letters to make the sight words

Materials

Alphabet cards
2 pocket charts
Sight word cards

Directions

1. Display some sight word cards on the wall at the front of the classroom ("First name," "No smoking," "Number," etc.).
2. Divide the students into two groups and give each group a pack of alphabet cards, being sure that all the letters needed to make the sight words are available. The pocket charts are hung on the blackboard for each group.
3. Ask one student to come forward from each group. Say one of the sight words displayed on the wall and ask the students to get all the letters needed for that sight word and insert them into the pocket chart. The one who can make the word first is the winner.

Variation

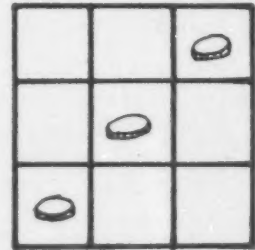
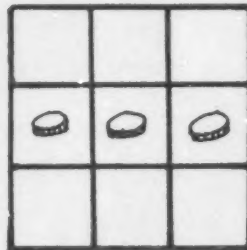
For higher levels this activity can be done by having students write the sight word. The pocket charts can also be used to unscramble (sort) the letters in the words.

Submitted by The Consortium Program, Galang, Indonesia:
The Experiment in International Living and Save the Children

The Experiment in International Living and Save the Children

SAMPLE TIC TAC TOE

SIGHT WORD TIC TAC TOE



LAUNDRY	POST OFFICE	BANK
POLICE	PHARMACY	DRUG STORE
INFORMATION	MARKET	GROCERY

Taken from In Sight by Fred Ligon, The Experiment in International Living

STAIRS

Submitted by The Consortium Program, Galang, Indonesia:
The Experiment in International Living and Save the Children

Purpose

- To practice reading and counting numbers
- To practice sight word recognition

Number of Players

Whole class, preferably divided into small groups of 4-6 players

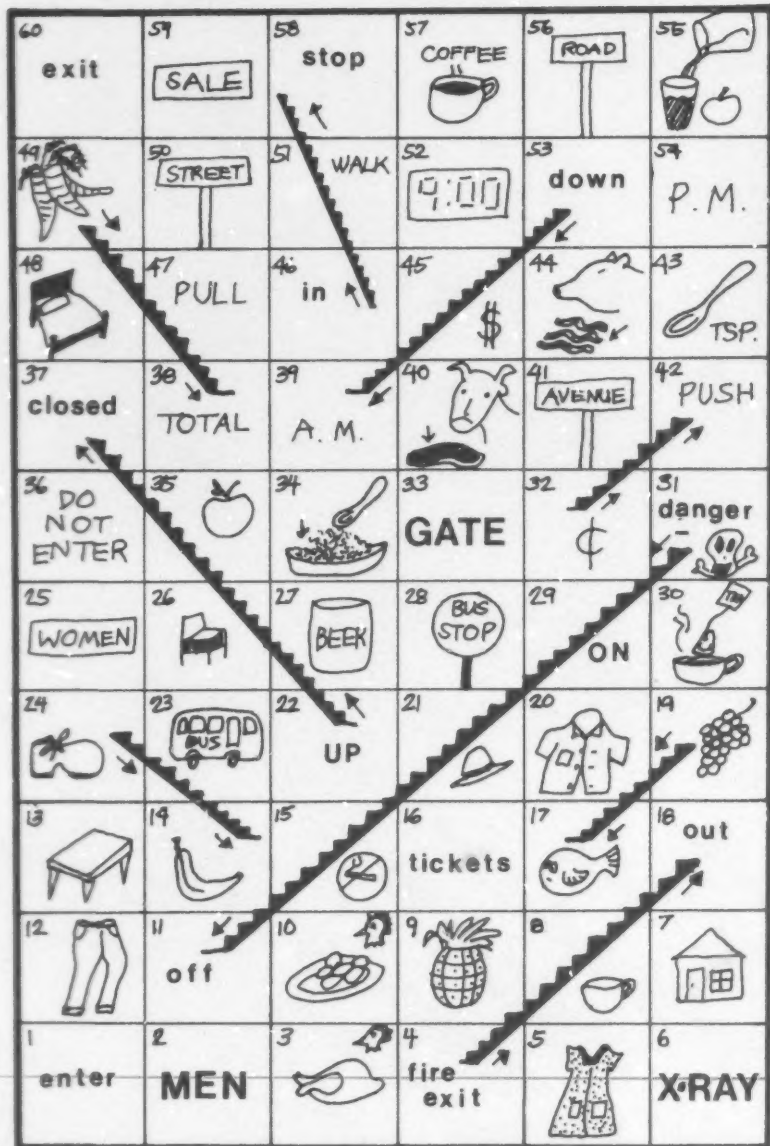
Materials

Stairs board game
Dice or numbered cards
A token per player

Directions

Each player throws dice (or picks a number card from a pack of cards). Each player moves her/his marker along the line *saying* the number and/or sight word when landing on a square. Stairs in a box determine if the player goes forward or back. The winner is the first person to reach the last square.

SAMPLE STAIRS BOARD GAME



Taken from In Sight by Fred Ligon, The Experiment in International Living

USE OF FLIP CHARTS

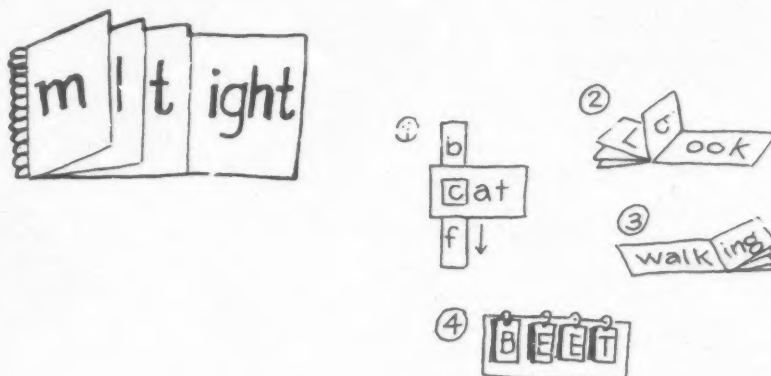
Submitted by the International Catholic Migration Commission Program, Bataan, Philippines

Purpose

To give students practice in the "sounding out" of various words

Materials

Any one of the following types of flipcharts



Directions

1. Hold up the flip chart and identify the sound to be practiced, e.g., -IGHT
2. Turn the pages of the flip chart and have the class "sound out" the words that are formed. This should be done twice.
3. Individual students are called on to read the words.
4. The class as a whole reads from the flip chart.
5. Dictate twelve - fifteen words from the chart (or others in the same pattern) to the students. The word endings or beginnings, e.g., -IGHT or WALK- should be left on the board so the students can refer to them if necessary.
6. The students read the words back to the teacher, dictating the spelling. The words are written on the blackboard with a number beside each word:
 - 1) tight
 - 2) fight
 - 3) sight
 - 4) might
7. Randomly read the words on the blackboard. Students call out the numbers of the words as fast as they can.

Variations

- Call out the numbers randomly, and then the students quickly state the words.
- Individual students read words of their choice from the board and the rest of the class guesses which numbers were stated.
- For more advanced classes, dictate five — six words which contain the root word practiced, e.g., lighted, tightly, etc.

Adapted from Communication Starters by Judy Winn Bell Olson, Alemany Press.

Taken from the Literacy Activities Guide by Steven DeBonis and Robert Wachman

WORD STRIP READING

Submitted by the International Catholic Migration Commission Program, Bataan, Philippines

Purpose

To read the names of objects previously introduced orally

Materials

Word strips
Corresponding real objects or pictures of objects

Directions

VOCABULARY INTRODUCTION

1. Use visuals/real objects to review the names of previously introduced items. Present the objects one at a time.
2. Students identify each object. As they do so, present a corresponding word strip.
3. Students read the various strips — first as placed by the object; later with the object removed.
4. Shuffle the strips and give one to each student.
5. Each student comes forward, reads the strip, matches it with the correct object, and shows the strip to the class. The class reads the strip.
6. Individual students read and match all strips.

INITIAL CONSONANT AND LETTER RECOGNITION

7. The first word strip is reintroduced and the students read it.
8. Fold all the letters so that just the initial consonant is visible (i.e., if the word is PEN, EN would be folded over and only P would remain visible). Consonant clusters (TH, SH, CH, PH) should be treated as such and not separated, (i.e., for the word SHOE, OE would be folded over and SH would remain visible).
9. The students sound the initial consonant.
10. Unfold strip; students read again.
11. After all the words are reintroduced in this manner, call on a student to group all of the words starting with "M" (or any letter) on one part of the pocket chart.
12. Step 11 is repeated until all the words are grouped according to like initial consonants.

Note

- All materials should be mastered orally before being introduced in strip form. The strip activities should take place in the review section of your lesson, *not* as an introduction.
- Steps 7-12 may be repeated for initial vowel recognition.

Taken from the Literacy Activities Guide by Steven DeBonis and Robert Wachman

LITERACY GAMES: 1981

Submitted in 1981 for Volume II of the ESL Resource Manual

Alphabet Make-A-Square
Alphabet Ordering
Bingo
Buzz
Concentration
Crossing Out
Crosswords
Dominos
Flashcards
Hangman
How Many Words Can You Find?
Jigsaw
Kim's Game
Left Hand/Right Hand
Letter Names
Lotto
Missing Letters
Picture Stories
Ring a Number
Sallie Says
Same or Different?
Snakes and Ladders
Snap
What's Missing?

ALPHABET MAKE-A-SQUARE

Purpose

To recognize different ways of writing the letters of the alphabet

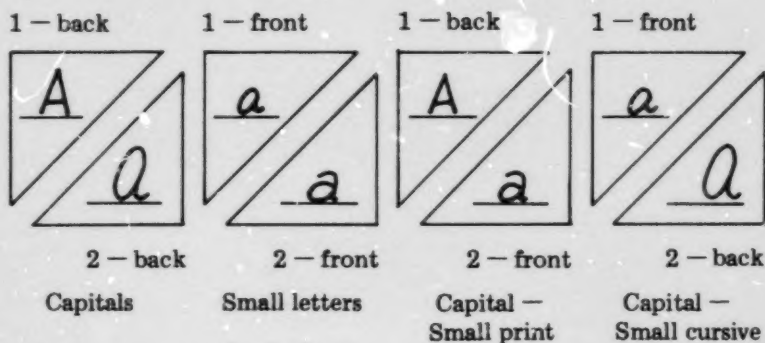
Number of Players

Pairs

Materials

One pack of alphabet make-a-square cards (52 cards). For detailed instructions on making a set of these cards see Olsen, 1977. The following description of the combinations on the cards is taken from this source, p. 79.

The Combinations:



Directions

Mix up all the cards, so that pairs are not together and give them to the 2 players. The players must fit the paper halves together. Each partner in a pair tries to make as many pairs as possible. The one with the most pairs wins.

Variation

The game can become both a reading game and a communicative game by requiring players to use language like, "Please give me a" or "Do you have a"

ALPHABET ORDERING

Purpose

To learn and review letters in alphabetical order

Number of Players

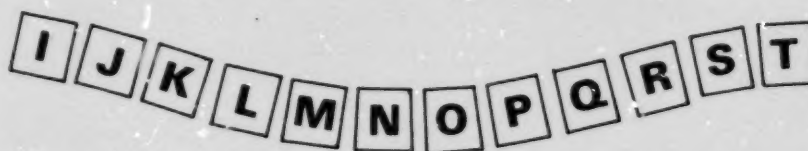
Small groups of 3-4 players

Materials

A pack of alphabet cards containing 26 letters

Directions

Each group of players is given a complete pack of cards. The cards are dealt out to all the players so that each player has a similar number of cards. The player with M starts and lays the M-card down on the table. Each player in turn lays down one card if s/he has the next one in sequence either forwards or backwards. If s/he does not have the appropriate card, s/he loses her/his turn. If s/he does have the right card, s/he continues playing. Eventually, a long alphabet snake should be formed. The winning group is the one that puts all its letters down in order first.



Variations

- For reinforcement, the player must say the *name* of the letter. If s/he says the name incorrectly, s/he loses her/his turn and the next player takes a turn.
- The leader puts down two cards, for example, A and C. Players must identify what is missing — B.
- This can be played with number cards.

BINGO

Purpose

To recognize numbers, letters, times, money, words presented orally

Number of Players

Whole class

Materials

A bingo card for each player

Tokens (paper clips, pebbles, coins) in quantity as each player could use up to 23

Cards that match the symbols on the bingo cards

Directions (For 0-100 NUMBER BINGO)

Each player is given a bingo card and some tokens. The leader puts all the number cards in a container and pulls them out one by one. After each card has been pulled, the leader calls that number out. If a player has that number on her/his bingo card, s/he covers it up with a token. The first player to cover up five numbers in a row (horizontally, vertically, or diagonally) wins.

The leader should keep track of all the numbers in order to verify that the player has actually won and not made any mistakes.

Variations

- Times, money, words can be used.
- Use a smaller set of numbers and a 2 x 3 grid instead of a 5 x 5 grid. The first player to cover *all* her/his numbers wins. Use this variation as an introduction.
- Give each player a sheet of paper on which squares have been ruled out (4 x 4 or 5 x 5). On the board, the leader lists either numbers, letters, words, or times — about 25 to 40 — from which each member of the class copies down 16 or 25, one in each empty square. The leader then calls out the numbers, etc. at random, and players cover up the ones they hear with tokens. The first to get 4 (or 5) in a row wins.

1	12	3
5	14	19

J	A	O	E	S
N	R	I	W	P
G	X	B	Q	H
V	C	U	K	T
F	L	M	D	Y

BUZZ

Purpose

To practice saying numbers in order

Number of Players

Small groups, whole class

Directions

Players count from 1 to 100, the first saying "one," the second "two," etc., except that any number that is a multiple of 3 (a multiple of 7 or of any number) or contains the number 3, e.g., 9, 12, 13, cannot be said. Instead, the player must say "BUZZ" (or clap her/his hands) or drop out of the game. If s/he drops out of the game, the next player starts to count from 1 again. The winner is the last player left.

CONCENTRATION

Purpose

To match like pairs: numbers, letters, time, money, vocabulary

Number of Players

Two or more

Materials

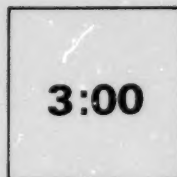
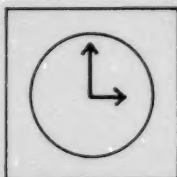
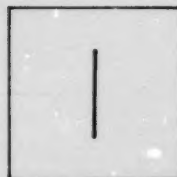
Two decks of cards that match, card for card

Directions

All the cards are laid face down on a flat surface. The first player turns up any two cards. If they are a matching pair, s/he keeps them. If they are not a matching pair, s/he turns them back face down, and the next player takes a turn and tries to make a pair. The player who makes the most pairs wins.

Variation

The player must *say* the word (letter, number, time, amount of money) correctly in order to keep the pair.



CROSSING OUT

Purpose

To recognize numbers, letters, times, money, vocabulary

Number of Players

One or more

Materials

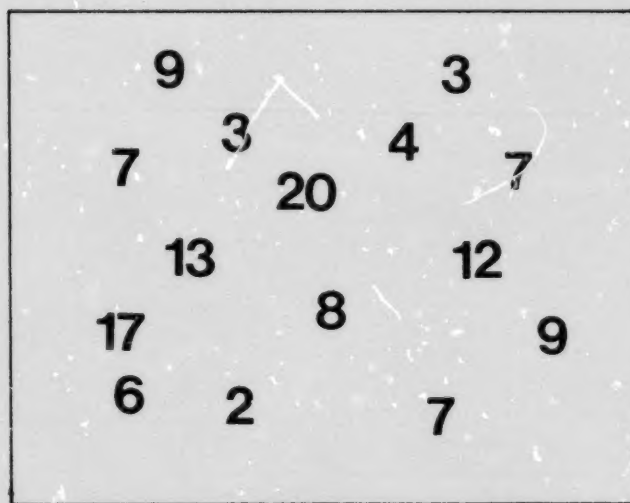
Blackboard and chalk
Paper and pencils

Directions

The leader writes down a set of numbers on the blackboard or on paper. (This can also be done on individual student worksheets.) The students are instructed to cross out, for example, all the 7's. The student who does it first, and accurately, wins.

Variation

Letters, times, money, and vocabulary can be used instead of numbers.



CROSSWORDS

Purpose

To recognize words; to reinforce left-to-right and top-to-bottom progression

Number of Players

One or more

Materials

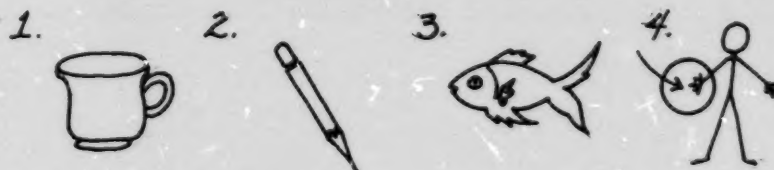
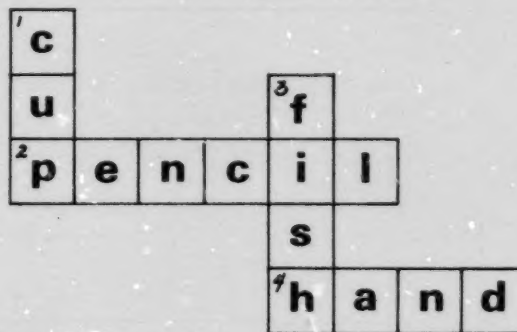
Blackboard and chalk
Paper and pencil

Directions

The leader draws squares, representing letters, and does not write in the letters. Instead, he gives picture clues to help the players fill in the squares with the appropriate letters.

Variations

- This can be coordinated with units as a vocabulary review.
- Students can be encouraged to make their own.
- Crosswords can become more and more complex as squares link up. See the example below.



DOMINOS

Purpose

To practice recognizing same or different shapes, numbers, letters, times, money, and vocabulary

Number of Players

Small groups of 4-6 players

Materials

A set of at least 40 dominos for each group

Directions

The class is divided into small groups and each group is given a set of dominos. The leader gives each player five dominos and puts the remaining dominos face down in a central pile.

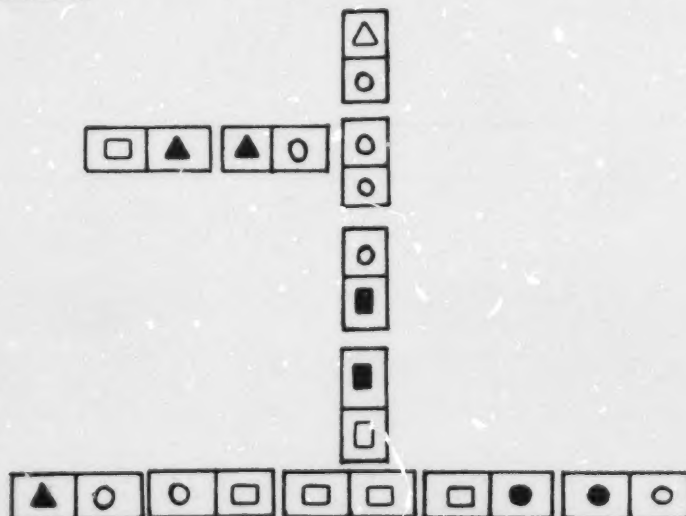
To begin play, the domino on the top of the central pile is turned face up. The first player tries to match half of the first domino with a domino from her/his hand.

If this  is the first domino, then the first player must find a domino from her/his own with  or . If s/he cannot match either half s/he takes a domino from the central pile. If that domino matches, s/he may play it immediately. If it does not match, her/his turn is over, and the next player takes her/his turn. The first player to use all her/his dominos is the winner.

Variation

In order to make a successful connection, players must say the number (letter, etc.) correctly.

This activity provides lots of same-or-different practice for pre-reading activities.



FLASHCARDS

Purpose

To recognize numbers, letters, times, money, and vocabulary

Number of Players

Two or more

Materials

One pack of flashcards for each group

Directions

One player takes a flashcard and shows it to the other player who must then read aloud what is on the card. The two players can take turns, changing when one player answers correctly.

Variation

One player can use these cards as a review.

2

two

HANGMAN

Purpose

To practice spelling, vocabulary recognition, saying the names of the letters

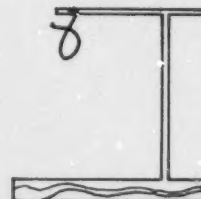
Number of Players

Two or more

Materials

Blackboard and chalk
Paper and pencil

A player thinks of a word and writes the number of dashes on the board that corresponds to the number of letters in the word. The other players guess what the letters are by asking, "Is there a T in it?" "Has it got an M?" The correct letters are written in. For each incorrect guess, however, a line is added to the gallows to make up a hangman. Players must guess the word before they are hanged.



Variations

- To help the very beginning students play this game, the leader (or teacher) could begin the game with some of the letters already written in.
- Use students' names.
- Use vocabulary within one topical area and tell the players what the topical area is.



HOW MANY WORDS CAN YOU FIND?

Purpose

To learn to recognize what words look like

Number of Players

One or more

Materials

Paper and pencil

Directions

Ask students to look around their immediate environment, both in and out of the classroom, to find words in English. Ask them to write the words down (copy them) and bring them to class. Ask the students to guess the meanings of the words they have written down. See how many different words the students can collect. Build up a class file and a file for every student of the words s/he wants to learn to read. Words could be stored on 3 x 5 index cards or on used computer cards. To reinforce the reading of the student-chosen words, ask students to write down those words.

OFFICE

Variation

As students begin to develop files of their own words, a type of filing system could be developed to reinforce and extend earlier work in alphabetizing. Initially, words could be filed only by the first letter; but as confidence grows, the system could include words filed by second and third letters, too. Cards could be sub-filed by topical area as well.

**C
O
K
E**

JIGSAW

Purpose

To identify shapes, numbers, letters, times, amounts of money, survival symbols

Number of Players

One or more

Materials

Cards that have been cut so that they fit together in a jigsaw



Directions

Each player (or group of players) is given a deck of jigsaw cards, and fits together the card halves. The teacher might want to introduce only a few items at a time and perhaps model what the players are meant to do.

Variation

This can be played as a competition to see who can match the card halves together most quickly.

Cards fit together left → right to encourage students to develop left → right reading skills.

KIM'S GAME

Purpose

To practice numbers, letters, time, money, vocabulary

Number of Players

Whole class, divided into two equal teams

Materials

A blackboard drawing or picture showing three or four objects

Directions

The leader shows the picture for about thirty to forty-five seconds. The players must not write. Then the picture is taken down or covered. Each object correctly recalled wins a point. The winning team has the most points.

Note

This game is probably used more effectively as a review activity than as an introductory activity.

LEFT HAND / RIGHT HAND

Purpose

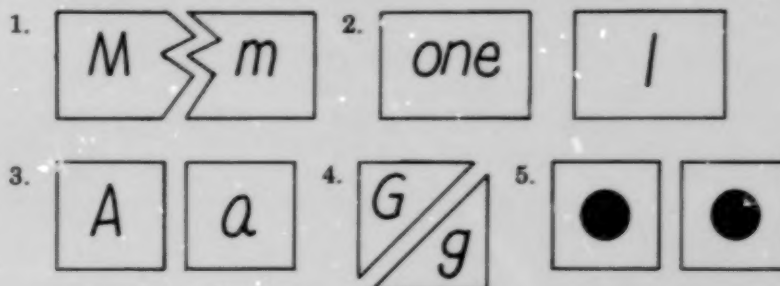
To match pairs of cards with shapes, numbers, letters, times, words on them

Number of Players

Whole class or two groups of at least 8-10 members each

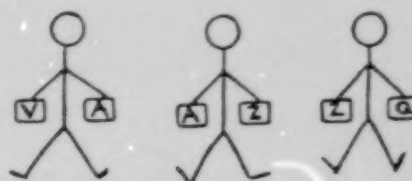
Materials

Each group (the whole class is one group) requires two packs of cards, with an equal number of cards in each pack. The total number of cards should be twice the number of players. The two packs correspond in that each of the cards in one pack matches one of the cards in the second pack. Five possible matching packs are shown below:



Directions

Each player is given two cards, which *do not* match. He puts one card in his left hand and one card in his right hand. Each player tries to find the player who has the card that matches the card in his left hand and the player who has the card that matches the card in his right hand. Players who have matched up cards should stand next to each other, like this:



Eventually a large circle including everyone in the class (or group) should be formed.

Variation

If the focus is on visual recognition or reading, then players should not talk when trying to find partners, but rather should *read* the cards and gesture.

LETTER NAMES

Purpose

To learn to say and recognize the names of the letters

Number of Players

Small groups; whole class, perhaps divided into teams

Materials

One pack of alphabet cards (26)

Directions

The leader calls out the *name* of a letter, for example, "E," and the players hold up the card with that letter on it.

Variations

- Instead of using letter names, the sounds of the letters could be used. The leader could say, "Find a letter with the sound /K/!" and players could hold up **C** or **K** or even **C** **H** together. Phonics work should precede this activity.
- This could easily be played by teams. Points can be awarded to the team that holds up the correct card first.



LOTTO

Purpose

To practice number, time, word, etc. recognition

Number of Players

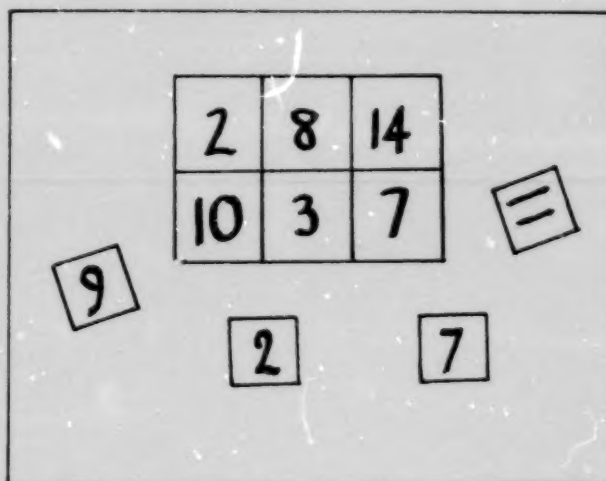
Small group of 4 - 6 players

Materials

- Lotto cards, enough so that each player has one. Bingo number cards can be used for this purpose. Teachers can also make letter, time, money, vocabulary, or sentence lotto cards.
- A pack of cards that match and can be used to cover the items on the lotto cards. Teachers should make the cover cards for numbers, letters, time, money, vocabulary, or sentences.

Directions (FOR NUMBER LOTTO)

Each player has a different bingo or lotto card. There is a pile of number cards face down in the middle of the playing area. From this pile, every player takes one card in turn. If the number card a player takes does not appear on the player's large card, s/he returns it to the pile. If it does, s/he places it over that number and takes another turn. The first player to cover all the numbers on her/his card is the winner.



MISSING LETTERS

Purpose

To learn to recognize what words look like

Number of Players

One or more

Materials

Blackboard and chalk
Paper and pencil

Directions

The leader writes a word that the class knows on the board and asks the class to read it. Then the leader erases one letter. The players have to guess what the missing letter is.

Variations

- This can be played individually on worksheets prepared before class.
- Or this can be played with the whole class divided into two teams. The team with the most correct guesses wins. Before playing in teams, it's best to play with the whole class.
- At first remove only one letter. Later, more letters can be missing.

Name
N_me
Na_e
Nam_ame

Note

ONLY USE WORDS THE PLAYERS ARE FAMILIAR WITH.

PICTURE STORIES

Purpose

To reinforce left-to-right and top-to-bottom eye movement for beginning readers

Number of Players

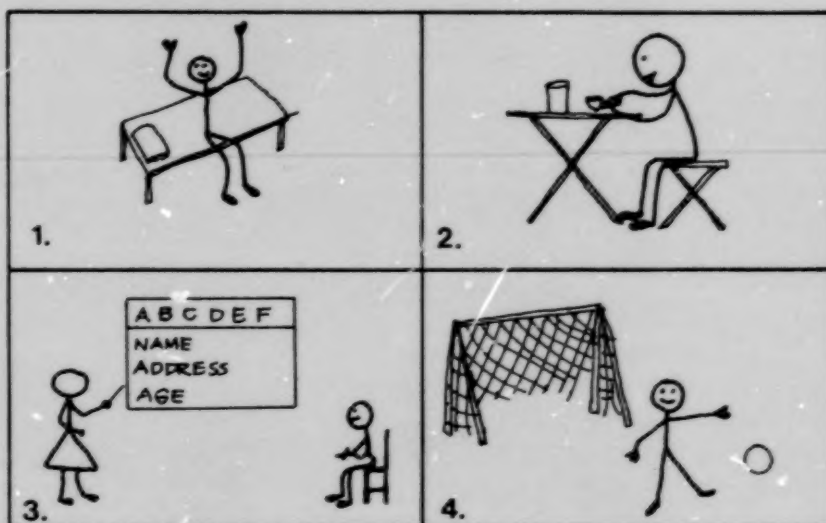
One or more

Materials

Blackboard and chalk
Paper and pencil

Directions

The teacher draws a story with a minimum of three scenes. The topic could be as common as "My Morning" or as complicated as a story describing writing and mailing a letter. The drawings should be simple and clear. Stick figures are OK. The drawings should be "read" from left-to-right and from top-to-bottom. After drawing her/his story, the teacher tells it and then invites the class to tell it back to her/him. While the students are retelling the story, the teacher should not correct their language, but rather help them when they ask for help. One student could describe one frame, another the next, and so on. Or, the whole class could collectively describe the story. The next step is to ask the students to draw their own stories and then to tell them. If students want to know how to write some of the words, the teacher can write them down; but this should not be overdone.



RING A NUMBER

Purpose

To practice numbers

Number of Players

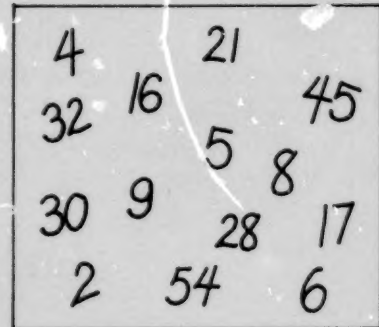
Whole class divided into two teams

Materials

Blackboard and chalk, preferably colored chalk

Directions

Various numbers are written clearly on the board. (The numbers used depend on which numbers the players need practice with.) There are two teams. One member from each stands at the board, each with a different color of chalk in hand. The leader stands at the side and calls out one of the numbers. The two opposing team players look for it, and the first to put a ring around it scores a point. Those at the board should be replaced after 3 numbers. The winning team has the most numbers circled.



Variation

In place of numbers, there could be letters, clock times, digital times, weights and measures, dates, telephone numbers, sums of money, or vocabulary.

SALLIE SAYS

Purpose

To practice responding appropriately to written commands or questions

Number of Players

Whole class, perhaps divided into teams

Materials

Cards (BIG enough for the whole class to read) with commands or questions on them. The commands or questions should already be familiar to the students, both in an oral and in a written form.

Directions

The leader holds up a card for a moment or two to the whole class. The first team member who volunteers tries to perform the action or answer the question. If he misperforms, somebody on another team is given a chance. The winning team is the one that responds appropriately most often.

**OPEN
THE
DOOR**

Notes

The command or question could be penciled in on the back of the card to help the leader.

THE ACTION IS THE IMPORTANT THING.

**What's
your
name ?**

SAME OR DIFFERENT ?

Purpose

To practice recognizing same or different numbers, letters, words, times, money, shapes

Number of Players

Two or more

Materials

Blackboard and chalk
Paper and pencil

Directions

For each player, the leader writes a row of letters, with several of the letters repeated. Then, she writes one of the repeated letters on the board. Players must circle all of that *SAME* letter found in the row. The first to finish accurately wins.

Variations

- This can be played with numbers, times, money, and words. Shapes can be used as a pre-reading exercise.
- The class could be divided into 2 teams. Whichever team matches the symbols first wins.

b	(b)	(b)	d	d	c	(b)
p	d	q	p	d	p	p
name	name	mame	name			
bus	bus	boss	base	bus		
4	4	4	5	8	4	

SNAKES AND LADDERS

Purpose

To practice numbers 1 to 100

Number of Players

Whole class, preferably divided into small groups of 4 - 6 players

Materials

A Snakes and Ladders board (see below)

A pair of dice

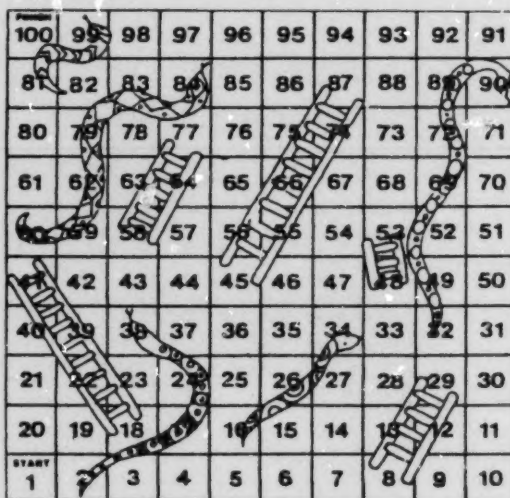
A token for each player

Directions

Each player throws the dice and moves her/his token along the line, saying each number aloud. When s/he lands on a square at the foot of a ladder, s/he goes up it. If, however, s/he lands on a snake's head, s/he is swallowed by the snake and has to go back. The winner is the player who reaches 100 first.

Variation

Instead of using dice, the players could use a pack of cards with numbers written on them. In order to move, they have to take one of the cards and read the number.



SNAP

Purpose

To practice recognition of shapes, numbers, letters, times, money, vocabulary

Number of Players

Small groups of 4 - 6 players

Materials

A pack of cards for each group, with about 60 cards containing about 12 different symbols in each pack

Directions

The cards are dealt in equal numbers to each player. The players one by one put down a card, facing up, in a single pile. They go on doing this, placing the cards on those they have played, until one of the cards matches the one put down immediately before. Anybody can then call "SNAP!" The one who calls "SNAP!" first collects all the cards in the pile. The game continues until one player has won all the cards.



Variation

If cards are designed like this



, the newly literate students will be aided.

WHAT'S MISSING?

Purpose

To recognize numbers, letters, times, money, and words

Number of Players

One or more

Materials

Blackboard and chalk
Paper and pen

Directions

The leader writes a row of the same letters on the board or on paper, leaving out part of several of the letters. Students must fill in the missing part. The fastest (and most accurate) one wins.

Variation

Make these up as worksheets.

h	h	h	h	n	h	n	h	h
d	d	c	d	d	c	d	d	c
8:45	8:45	8:45	8:15	8:45				
school	scnool	schol	school					

LITERACY WORKSHEETS: 1983

Same or Different

- Example 1
- Example 2
- Example 3
- Example 4

Copying Sight Words

- Example 1
- Example 2
- Example 3

Sight Word Recognition

Fill In the Blanks

- Example 1
- Example 2
- Example 3
- Example 4

Weekdays

Word Find

Sentence Unscramble

Comprehension Check

- Example 1
- Example 2

Contractions

- Example 1
- Example 2
- Example 3

Using Contractions

Crossword Puzzle

- Example 1
- Example 2

Measurements and Abbreviations

- Example 1
- Example 2

Filling Out Forms

- Example 1
- Example 2

Directions

Coin Combinations

Matching Written Amounts

Writing Values of Coin Combinations

Copying Written Amounts

Matching Coin Combinations With Values

- Example 1
- Example 2
- Example 3

Matching Money With Price

- Example 1
- Example 2

Writing Value of Money Combinations

Writing Prices

- Example 1
- Example 2

Matching Price With Item

Totaling Amounts

- Example 1
- Example 2
- Example 3
- Example 4
- Example 5

Enough or Not Enough?

Checking Change

- Example 1
- Example 2

Matching Time With Clock Face

Matching Time With Clocks

Matching Clock Face With Time

Matching Clocks With Time

- Example 1
- Example 2

Writing Time

- Example 1
- Example 2
- Example 3

What Time Does the Bus Leave?

What Time Does the Plane Leave?

Prescription Times and Dosage

- Example 1
- Example 2

Where Should It Go?

Telephone

SAME OR DIFFERENT?

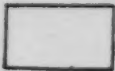
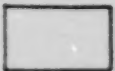
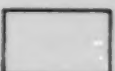
Example 1

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman, ICMC Program, Bataan, Philippines.

Purpose

- To discriminate out shapes that are different

NAME _____ I-3

CIRCLE :			
			
			
			
			
			
			

SAME OR DIFFERENT?

Example 2

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman, ICMC Program, Bataan, Philippines.

Purpose

- To discriminate out shapes that are different

NAME _____

I - 4

○	1	2	3	4
5	6	7	8	9

CIRCLE:

2	2	4	2	2
---	---	---	---	---

5	5	5	3	5
8	8	8	9	8
7	4	7	7	7
9	6	9	9	9
4	4	4	7	4
6	6	8	6	6

SAME OR DIFFERENT ?

Example 3

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman, ICMC Program, Bataan, Philippines.

Purpose

- To match like letters

NAME _____ I-7
FIRST LAST

MATCH :

A	B	O	Q
B	F	P	R
C	A	Q	O
D	G	R	T
E	C	S	U
F	D	T	P
G	E	U	S
H	I	V	W
I	K	W	Y
J	H	X	Z
K	M	Y	V
L	N	Z	X
M	J		
N	L		

SAME OR DIFFERENT ?

Example 4 :

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman, ICMC Program, Bataan, Philippines.

Purpose

- To choose the letter that is different

NAME _____

I - 17

CHECK:

O	O	O	Q ✓	O
R	R	P	R	R
T	T	T	L	T
X	X	Z	X	X
Z	Z	Z	T	Z
Q	Q	Q	O	Q
U	U	H	U	U
V	X	V	V	V

COPYING SIGHT WORDS

Example 1

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman, ICMC Program, Bataan, Philippines.

Purpose

- To practice copying sight words

NAME _____

I - 38

STUDENT
STUDENT
STUDENT



TEACHER
T _ C _ E _



FARMER
F _ M _ R



TAILOR
T _ _ OR



COOK
C _ O _

DRAW A LINE AND COPY:



TEACHER



TAILOR



STUDENT

TEACHER

FARMER



COOK



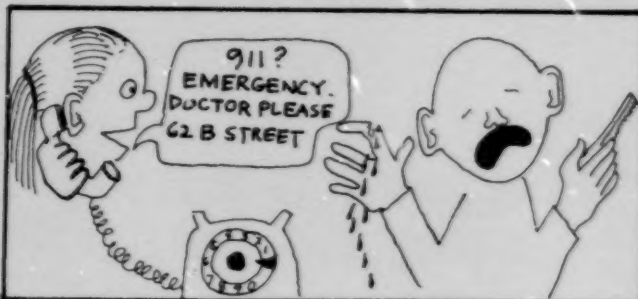
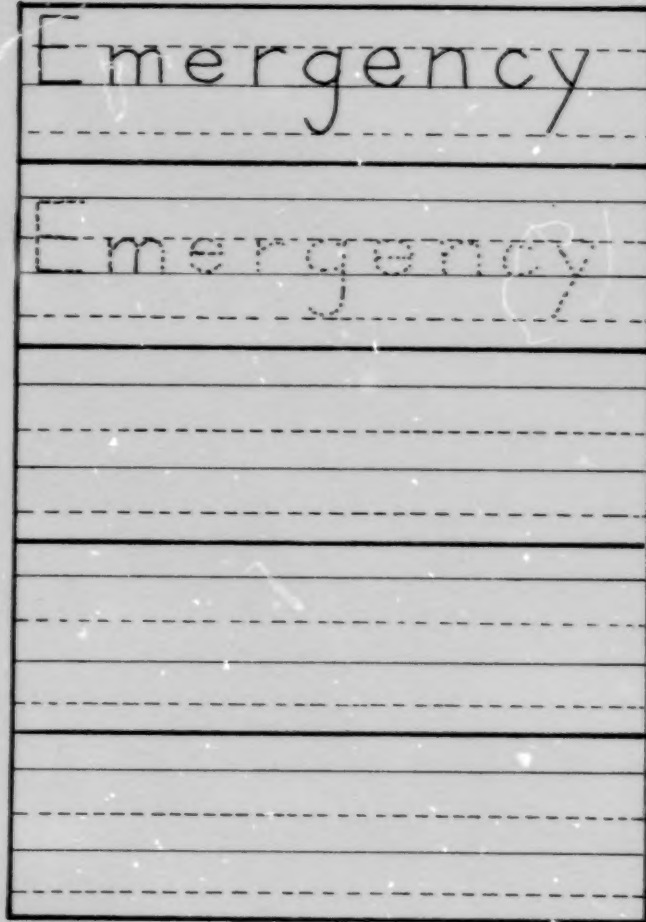
COPYING SIGHT WORDS

Example 2

Taken from In Sight by Fred Ligon, The Experiment in International Living.

Purpose

- To practice printing through the copying of sight words
- To contextualize sight words



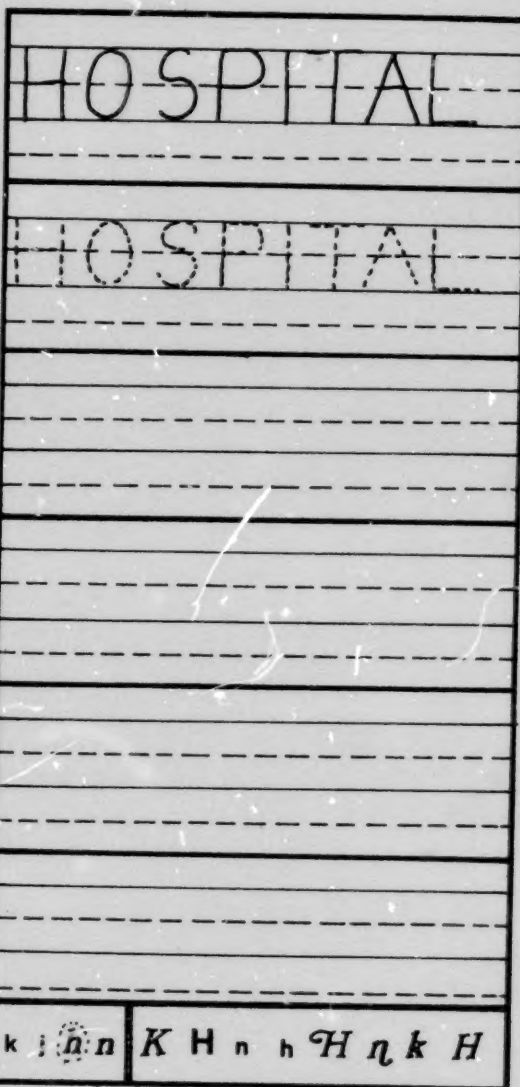
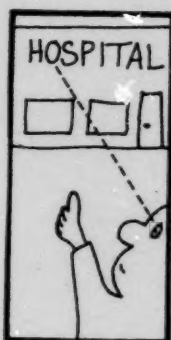
COPYING SIGHT WORDS

Example 3

Taken from In Sight by Fred Ligon, The Experiment in International Living.

Purpose

- To practice printing through the copying of sight words
- To identify letters similar to the initial letter of a given sight word from a variety of choices

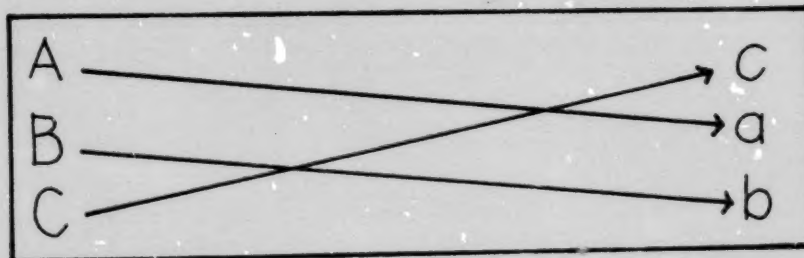


SIGHT WORD RECOGNITION

Taken from In Sight by Fred Ligon. The Experiment in International Living.

Purpose

- To verify students' understanding of the meanings behind certain sight words



STEP UP

EXIT

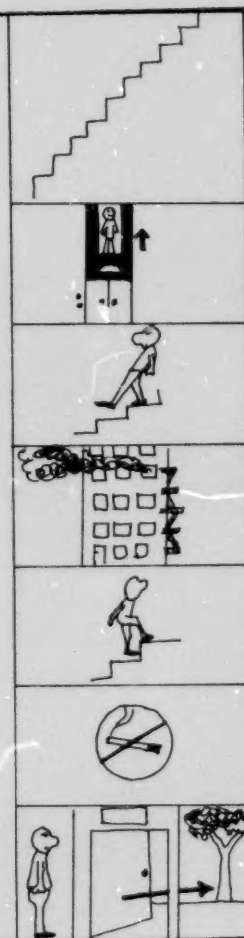
NO SMOKING

STAIRS

ELEVATOR

FIRE ESCAPE

STEP DOWN



FILL IN THE BLANKS

Example 1

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman, ICMC Program, Bataan, Philippines.

Purpose

- To practice printing sentences that have been previously introduced orally

NAME

I - 23



WHAT IS YOUR LAST NAME?

MY LAST NAME IS LEE. →



FILL IN THE BLANKS:



WHAT IS YOUR LAST NAME?

MY LAST NAME IS



W I I Y O R L S T N M E ?

M L S N A M S



W H I S Y U L A E ?

M L A N E I



W I Y L N ?

M L N I



FILL IN THE BLANKS

Example 2

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman, ICMC Program, Bataan, Philippines.

Purpose

- To practice printing sentences that have been previously introduced orally

I - 26

NAME _____

WHERE ARE
YOU FROM?





I'M FROM
VIETNAM.



FILL IN THE BLANKS:



WHERE ARE YOU FROM? _____

I'M FROM _____



WHERE ARE YOU FROM? _____

I'M FROM _____



WHERE ARE YOU FROM? _____

I'M FROM _____



WHERE ARE YOU FROM? _____

I'M FROM _____



FILL IN THE BLANKS

Example 3

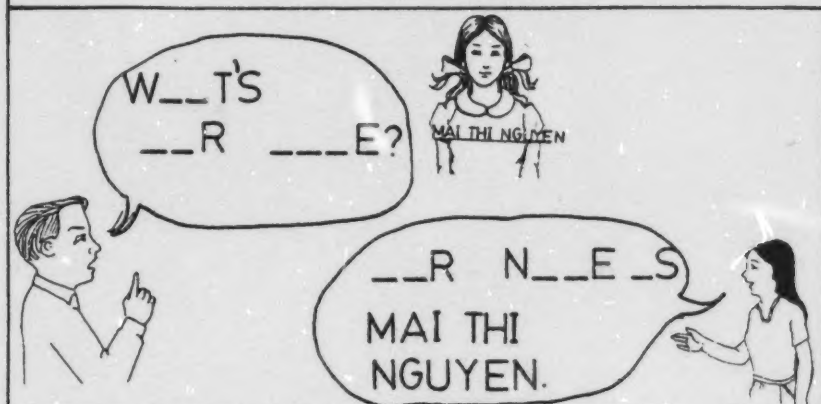
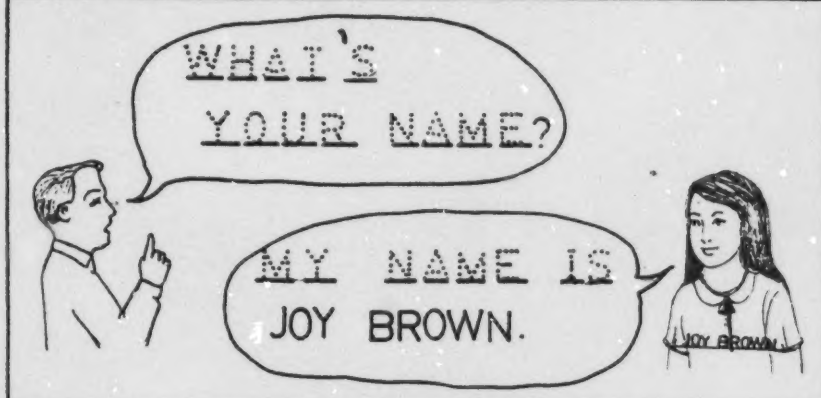
Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman, ICMC Program, Bataan, Philippines.

Purpose

- To practice printing sentences previously presented orally
- To choose appropriate pronouns as depicted in a picture

NAME _____ I - 48

FILL IN THE BLANKS:



FILL IN THE BLANKS

Example 4

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman, ICMC Program, Bataan, Philippines.

Purpose

- To practice printing sentences previously presented orally
- To choose appropriate pronouns as depicted in a picture

NAME _____

I - 46

CIRCLE THE CORRECT QUESTION:



WHAT'S HER NAME ?

WHAT'S HIS NAME ?



WHAT'S YOUR NAME ?

WHAT'S HER NAME ?



WHAT'S YOUR NAME ?

WHAT'S HER NAME ?



WEEKDAYS

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman,
ICMC Program, Bataan, Philippines.

Purpose

- To unscramble letters in nonsense words and create the names of the days of the week
- To match like words

NAME _____ I - 29

1. NYMDOA	MONDAY
2. UDYSNA	_____
3. DDEESYANW	_____
4. RUDYSTHA	_____
5. STRDAAUY	_____
6. SUTEYAD	_____
7. YRIFDA	_____

CIRCLE :	
1. SUNDAY	STOP SEVEN <u>SUNDAY</u>
2. MONDAY	MONEY MONDAY MAY
3. TUESDAY	TOY TUESDAY TABLE
4. WEDNESDAY	WORD WEDNESDAY
5. THURSDAY	TODAY THURSDAY
6. FRIDAY	FIRST FRIDAY FOUR
7. SATURDAY	STREET SATURDAY

WORD FIND

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman,
ICMC Program, Bataan, Philippines.

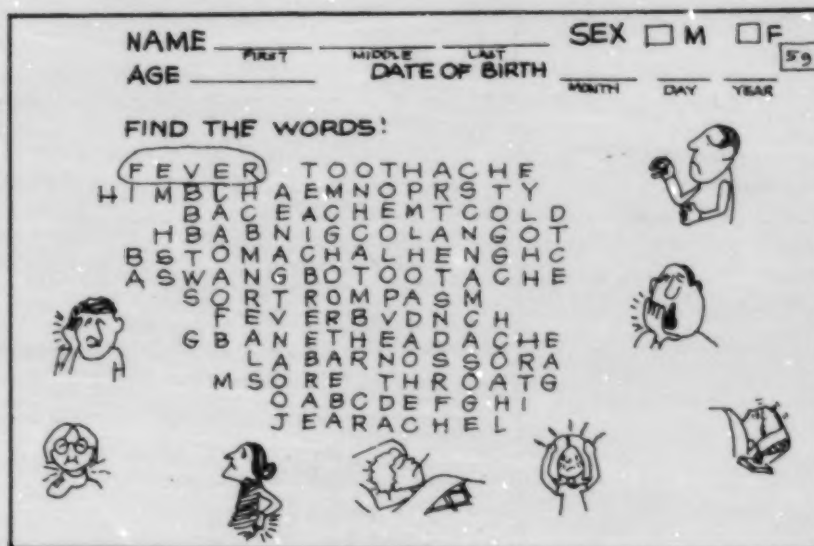
Purpose

- To find distinct words embedded in a field of letters which have been run together

NAME SEX ☐ M ☐ F
 AGE DATE OF BIRTH 59
 MONTH DAY YEAR

FIND THE WORDS!

FEVER
 H I M B L C H A E M N O P R T S C H E F
 H B A C B A E N I G C C O L H E T O L O D
 B S T A O M N A C H O P A S N C H L O T C H E
 A S W S F E V E R B O M B V D N C H C O R A G
 G B A L S O O J E A R C H E L
 M S O O J E A R C H E L



SENTENCE UNSCRAMBLE

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman,
ICMC Program, Bataan, Philippines.

Purpose

- To unscramble written sentences that were previously presented orally

 firemen we are	 are policemen they
 a ball it is	 he a driver is
 a teacher she is She is a teacher.	 a shirt it is

COMPREHENSION CHECK

Example 1

Taken from *In Sight* by Fred Ligon, *The Experiment in International Living*.

Purpose

- To verify students' understanding of what is learned orally
- To contextualize sight words

	p c g		
1	STAIRS	elevator	FIRE ESCAPE
2		EXIT	GARBAGE
3	elevator	STAIRS	FIRE ESCAPE
4			
5	FIRE ESCAPE	elevator	STAIRS
6			

COMPREHENSION CHECK

Example 2

Taken from In Sight by Fred Ligon, The Experiment in International Living.

Purpose

- To match sight words, clock times and numbers with others that are similar

BANK	CLINIC	BANK	HOSPITAL
1:00	DRUG STORE	10	10:30
3a	3:30	5:00	9:30
POST OFFICE	2:00	POLICE	24c
2:00	4:00		PHARMACY
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5

CONTRACTIONS

Example 1

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman, ICMC Program, Bataan, Philippines.

Purpose

- To write appropriate subject-verb contractions

NAME _____

I-40



I AM A FARMER. = I'M A FARMER.



YOU ARE A TEACHER. = YOU'RE A TEACHER.



HE IS A STUDENT. = HE'S A STUDENT.



SHE IS A COOK. = SHE'S A COOK.

CONTRACTIONS

Example 2

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman, ICMC Program, Bataan, Philippines.

Purpose

- To match subject-verb combinations with their contractions

NAME _____

1 - 41

I AM

YOU ARE

HE IS

SHE IS

=

I'M

YOU'RE

HE'S

SHE'S

DRAW A LINE:

HE IS

SHE IS

YOU ARE

I AM

YOU'RE

I'M

HE'S

SHE'S

CONTRACTIONS

Example 3

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman,
ICMC Program, Bataan, Philippines.

Purpose

- To use contractions and personal pronouns

NAME		1-43
 I'M A COOK.		
 ___ A FARMER.		
		
___ A TAILOR.		
		
___ A STUDENT.		

USING CONTRACTIONS

Taken from the Literacy Activities Guide by Steven de Eon and Robert Wachman, ICMC Program, Batan, Philippines.

Purpose

- To use contractions and personal pronouns

NAME

I-49

TRUONG SANG



MY NAME IS TRUONG SANG.
I'M A COOK.

OUN YON



YOUR NAME IS OUN YON.
A FARMER.

KIEU THAI



NAME IS KIEU THAI.
HE'S A

NGUYEN THI NGA



NAME IS NGUYEN THI NGA.
A STUDENT.

CROSSWORD PUZZLE

Example 2

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman, ICMC Program, Bataan, Philippines.

Purpose

- To fill in a crossword puzzle which emphasizes parts of the body

NAME _____ DATE ____/____/____

FILL IN THE BOXES

5d

1. Hair

2. Arm

3. Lips

4. Chest

5. Shoulder

6. Hand

7. Nose

8. Back

9. Neck

10. Head

11. Eyes

12. Finger

13. Leg

MEASUREMENTS AND ABBREVIATIONS

Example 1

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman, ICMC Program, Bataan, Philippines.

Purpose

- To match abbreviated forms of measurements
- To describe equal amounts of measurements

Name _____

Birthplace: _____

Pound	Lb.	Qt.	Pt.	(Lb.)
Pint		Lb.	Oz.	Pt.
Gallon		Pt.	Gal.	Doz.
Ounce		Doz.	Oz.	Qt.
Dozen		Gal.	Doz.	Ea.
Each		Qt.	Ea.	Doz.
Quart		Pt.	Oz.	Qt.

There are 16 ounces in 1 pound.

There are apples in 1 dozen.

There are 4 quarts in .

There are cups in 1 pint.

There are 2 pints in 1 .

There are in $\frac{1}{2}$ gallon.

MEASUREMENTS AND ABBREVIATIONS

Example 2

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman, ICMC Program, Bataan, Philippines.

Purpose

- To match abbreviated forms of measurements
- To describe equal amounts of measurements

Name _____

I.D. No. _____

Address _____



There are 2 cups in 1 pint.



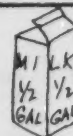
There are 2 _____ in 1 _____.



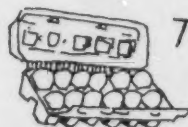
There are _____ in 1 gallon.



There are 2 $\frac{2}{10}$ _____ in 1 kilo..



There are 2 _____ in _____ gallon.



There are _____ eggs in
_____.

FILLING OUT FORMS

Example 1

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman, ICMC Program, Bataan, Philippines.

Purpose

- To practice filling out forms ranging from simple to complex

The forms are arranged in two rows of three. The first row shows a progression from a simple form with pre-filled letters to a completely blank grid. The second row shows a progression from a form with empty boxes to a form with empty lines. A cartoon illustration at the bottom shows a man with a question mark above his head looking at a form that has some fields filled in (NAME: 22 B AVENUE, ADDRESS: SON, AGE: 1946, SEX: YES, MARRIED: 3, CHILDREN: YES) while another form below it is mostly blank.

Form 1 (Top Left): FIRST NAME: S O N; MIDDLE NAME: ; LAST NAME: V A N

Form 2 (Top Middle): FIRST NAME: ; MIDDLE NAME: ; LAST NAME:

Form 3 (Top Right): FIRST NAME: ; MIDDLE NAME: ; LAST NAME:

Form 4 (Bottom Left): FIRST NAME: ; MIDDLE NAME: ; LAST NAME: ;

Form 5 (Bottom Middle): FIRST NAME: ; MIDDLE NAME: ; LAST NAME:

Form 6 (Bottom Right): FIRST NAME: ; MIDDLE NAME: ; LAST NAME:

Form 7 (Bottom Center): NAME: 22 B AVENUE; ADDRESS: SON; AGE: 1946; SEX: YES; MARRIED: 3; CHILDREN: YES

Form 8 (Bottom Center): NAME: ; ADDRESS: ; AGE: ; SEX: ; MARRIED: ; CHILDREN:

FILLING OUT FORMS

Example 2

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman, ICMC Program, Batzen, Philippines.

Purpose

- To practice filling out forms ranging from simple to complex

DATE _____ 19__	
NAME	LAST FIRST
ADDRESS	
I.D. No.	M ☐ F ☐
LANGUAGES _____	
DATE OF BIRTH	AGE _____

OCCUPATION	FROM (MONTH/YEAR)	TO (MONTH/YEAR)
1		
2		
3		

NUMBER OF YEARS : 12 11 10 9 8 7 6 5 4 3 2 1
(EDUCATION)

EDUCATION	FROM (MONTH/YEAR)	TO (MONTH/YEAR)
1		
2		
3		

SIGNATURE _____
DATE _____

DIRECTIONS

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman,
ICMC Program, Bataan, Philippines.

Purpose

- To practice the giving and receiving of directions

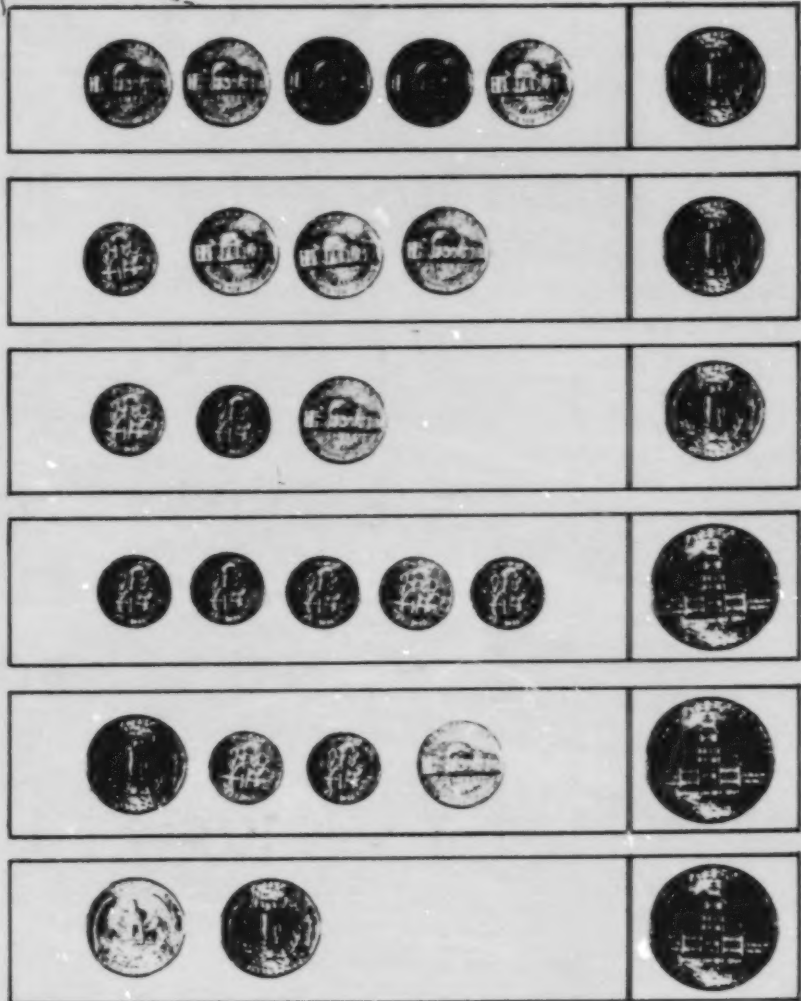
Name: _____		Date of Birth: _____		Age: _____	
Address: _____		Marital Status: ☐ Single ☐ Married ☐ Widowed			

COIN COMBINATIONS

Taken from Number Book 3: Money by ICMC and Refugee Service Center,
CAL, Philippines.

Purpose

- To depict the various combinations of coins that make up a given denomination



MATCHING WRITTEN AMOUNTS

Taken from Number Book 3: Money by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To match like amounts

1 ¢	10 ¢	25 ¢	1 ¢ 
10 ¢	1 ¢	10 ¢	50 ¢
5 ¢	1 ¢	10 ¢	5 ¢
50 ¢	50 ¢	25 ¢	5 ¢
25 ¢	5 ¢	50 ¢	25 ¢
1 ¢	10 ¢	1 ¢	50 ¢

WRITING VALUES OF COIN COMBINATIONS

Taken from Number Book 3: Money by ICMC and Refugee Service Center,
CAL, Philippines.

Purpose

- To write the value of various combinations of coins

	 <u>1</u> <u>0</u> <u>0</u> ¢
	<u> </u> ¢
	<u> </u> <u> </u> ¢
	<u> </u> <u> </u> <u> </u> ¢
	<u> </u> <u> </u> <u> </u> ¢
	<u> </u> <u> </u> <u> </u> ¢

COPYING WRITTEN AMOUNTS

Taken from Number Book 3: Money by ICMC and Refugee Service Center,
CAL, Philippines.

Purpose

- To practice copying numbers and cents

11 ¢	11¢ 11¢ 11¢ . . .
12 ¢	12¢ 12¢ . . .
13 ¢	13¢ 13¢ . . .
14 ¢	14¢ 14¢ . . .
15 ¢	15¢ 15¢ . . .
16 ¢	16¢ 16¢ . . .
17 ¢	17¢ 17¢ . . .
18 ¢	18¢ 18¢ . . .
19 ¢	19¢ 19¢ . . .

MATCHING COIN COMBINATIONS WITH VALUES

Example 1

Taken from Number Book 3: Money by ICMC and Refugee Service Center,
CAL, Philippines.

Purpose

- To match the value of a combination of coins with their written amount

				15 ¢
				12 ¢

				18 ¢
				16 ¢
				13 ¢
				17 ¢
				11 ¢
				14 ¢

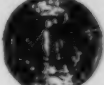
MATCHING COIN COMBINATIONS WITH VALUES

Example 2

Taken from Number Book 3: Money by ICMC and Refugee Service Center,
CAL, Philippines.

Purpose

- To identify the combination of coins that comprise a given amount

20¢	    
40¢	   
60¢	   
70¢	   
30¢	   
90¢	   

MATCHING COIN COMBINATIONS WITH VALUES

Example 3

Taken from: Number Book 3: Money by ICMC and Refugee Service Center,
CAL, Philippines.

Purpose

- To identify the amount of money that is depicted

	87¢
	62¢
	66¢
	91¢
	28¢
	53¢
	57¢
	32¢
	52¢
	78¢
	66¢
	41¢

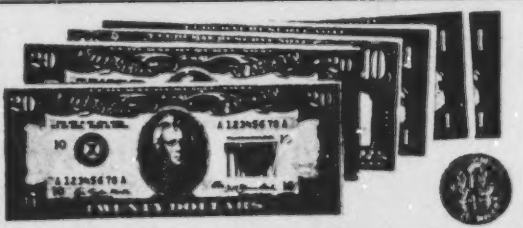
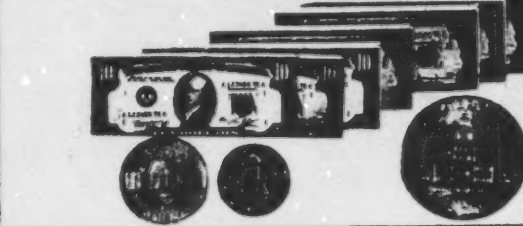
MATCHING MONEY WITH PRICE

Example 1

Taken from Number Book 3: Money by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To identify the combination of bills and coins that equals the price of an article of clothing

 \$ 5.65	
 \$ 42.00	
 \$ 25.00	
 \$ 34.60	

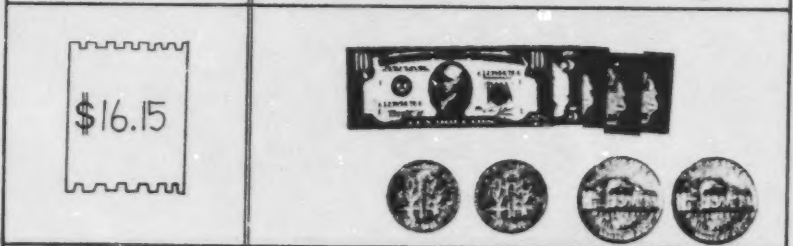
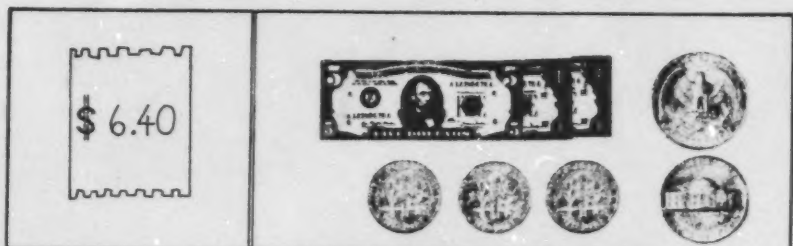
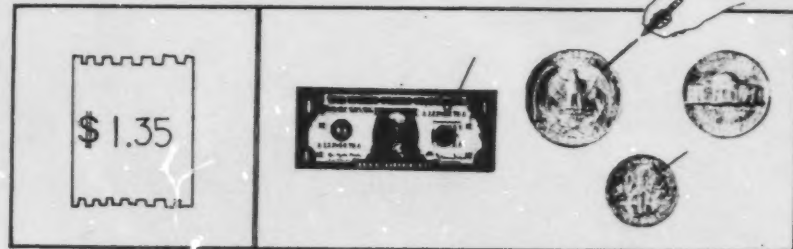
MATCHING MONEY WITH PRICE

Example 2

Taken from Number Book 3: Money by ICMC and Refugee Service Center,
CAL, Philippines.

Purpose

- To identify the combination of bills and coins that pay for tickets

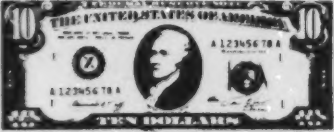
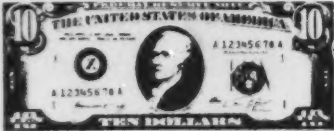
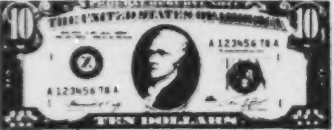
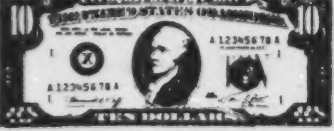


WRITING VALUE OF MONEY COMBINATIONS

Taken from Number Book 3: Money by ICMC and Refugee Service Center,
CAL, Philippines.

Purpose

- To write the amount of money that is depicted

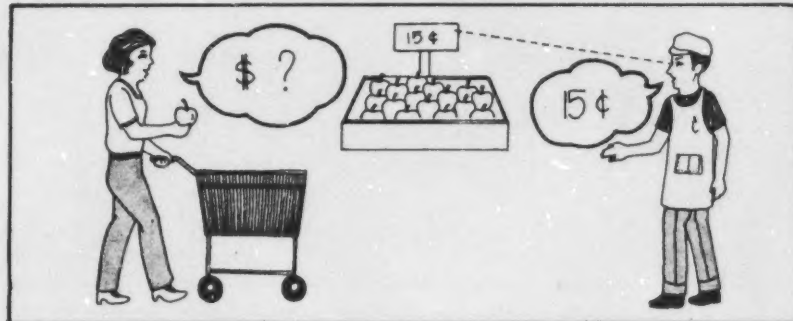
WRITING PRICES

Example 1

Taken from Number Book 3: Money by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To write the amount of a food item



					
15 ¢	12 ¢	8 ¢	36 ¢	45 ¢	6 ¢

	 36 ¢		
			
__ ¢	__ ¢	__ ¢	__ ¢
			
__ ¢	__ ¢	__ ¢	__ ¢

WRITING PRICES

Example 2

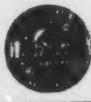
Taken from Number Book 3: Money by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To identify the combination of coins that purchases a food item

					
15 ¢	12 ¢	8 ¢	36 ¢	45 ¢	6 ¢



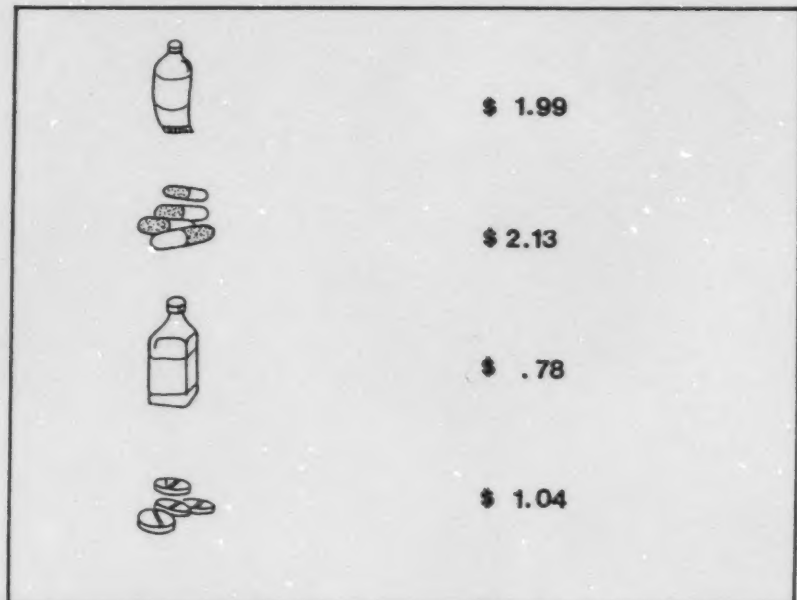
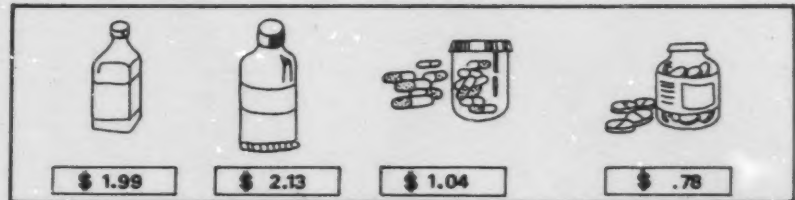
				
				
				
				
				

MATCHING PRICE WITH ITEM

Taken from Number Book 3: Money by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To match the cost of an item with the item



TOTALING AMOUNTS

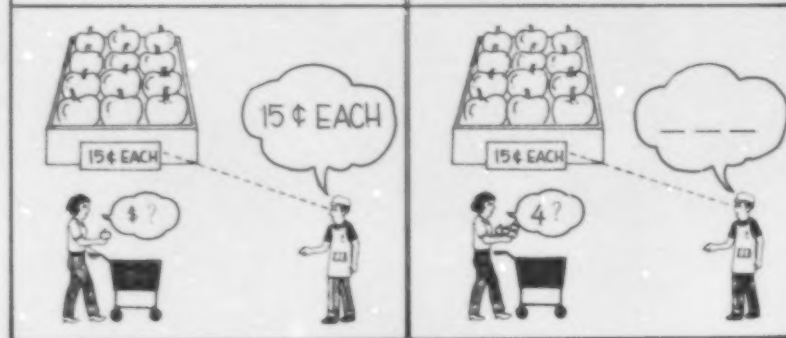
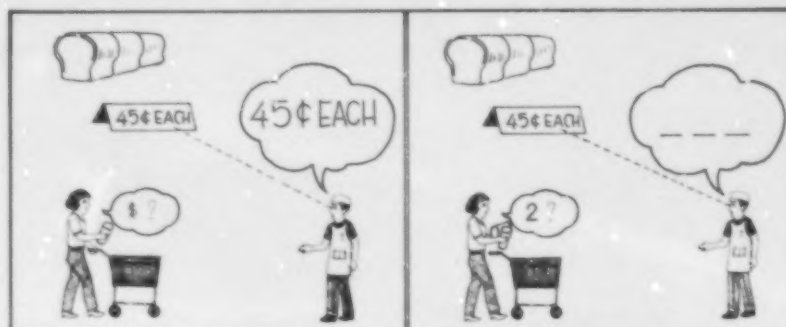
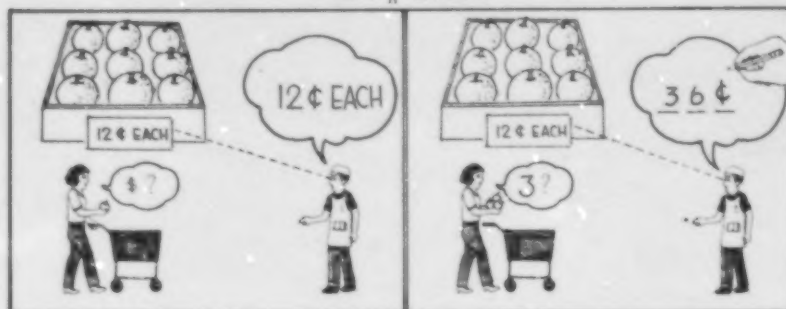
Example 1

Taken from Number Book 3: Money by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To compute the amount of several food items

12 ¢ || EACH



TOTALING AMOUNTS

Example 2

Taken from Number Book 3: Money by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To compute the amount of several food items

EACH || EA.

 12 ¢ EA.	   <u>24 ¢</u>
 15 ¢ EA.	   _ _ _
 45 ¢ EA.	  _ _ _
 8 ¢ EA.	   _ _ _
 6 ¢ EA.	 _ _ _
 12 ¢ EA.	   _ _ _
 36 ¢ EA.	  _ _ _

TOTALING AMOUNTS

Example 3

Taken from Number Book 3: Money by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To total the amount of several food items

			TOTAL \$ <u>3.85</u>
\$ 1.75	\$ 1.60	\$.50	

			TOTAL \$ _____
\$ 2.45	\$ 1.60	\$.65	

			TOTAL \$ _____
\$ 5.95	\$.85	\$.50	

			TOTAL \$ _____
\$ 4.95	\$ 1.50	\$.50	

			TOTAL \$ _____
\$ 5.75	\$.85	\$.75	

TOTALING AMOUNTS

Example 4

Taken from Number Book 3: Money by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To total the price of clothing items

				
\$ 5.65	\$ 17.20	\$ 25.00	\$ 34.50	\$ 42.00

		\$ 22.85
\$ 17.20	\$ 5.65	\$ 27.85

		\$ 50.50
\$ 34.50	\$ 25.00	\$ 59.50
		\$ 67.00
\$ 25.00	\$ 42.00	\$ 76.00
		\$ 67.50
\$ 42.00	\$ 34.50	\$ 76.50

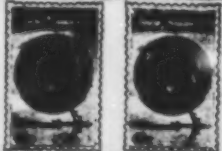
TOTALING AMOUNTS

Example 5

Taken from Number Book 3: Money by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To total the value of several stamps

	 <u>80¢</u>
	---
	---
	---
	---
	---

TOTALING AMOUNTS

Example 4

Taken from Number Book 3: Money by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To total the price of clothing items

				
\$ 5.65	\$ 17.20	\$ 25.00	\$ 34.50	\$ 42.00

		\$ 22.85
\$ 17.20	\$ 5.65	\$ 27.85

		\$ 50.50
\$ 34.50	\$ 25.00	\$ 59.50
		\$ 67.00
\$ 25.00	\$ 42.00	\$ 76.00
		\$ 67.50
\$ 42.00	\$ 34.50	\$ 76.50

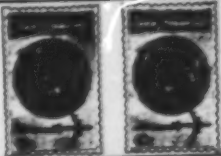
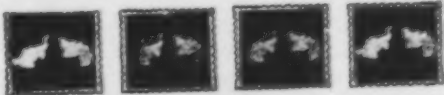
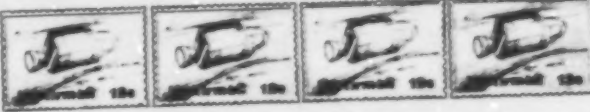
TOTALING AMOUNTS

Example 5

Taken from Number Book 3: Money by ICMC and Refugee Service Center,
CAI, Philippines.

Purpose

- To total the value of several stamps

	 <u>80¢</u>
	<u> </u>
	<u> </u>
	<u> </u>
	<u> </u>
	<u> </u>

ENOUGH OR NOT ENOUGH?

Taken from Number Book 3: Money by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To compute whether a person has enough money to spend on a given amount of rent

	\$ 400/MO.	✓	YES 
		✗	NO

	\$ 250/MO.	✓	YES
		✗	NO

	\$ 200/MO.	✓	YES
		✗	NO

	\$ 300/MO.	✓	YES
		✗	NO

	\$ 300/MO.	✓	YES
		✗	NO

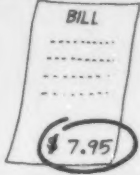
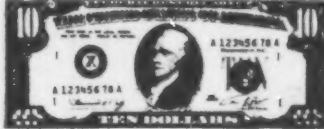
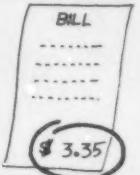
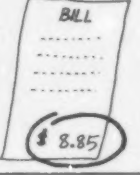
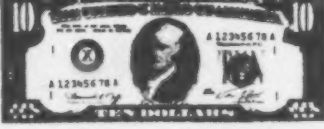
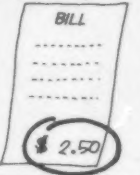
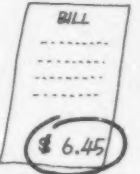
CHECKING CHANGE

Example 1

Taken from Number Book 3: Money by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To compute the amount of change remaining after a bill is paid

		\$ <u>2.05</u>
		\$ _____
		\$ _____
		\$ _____
		\$ _____

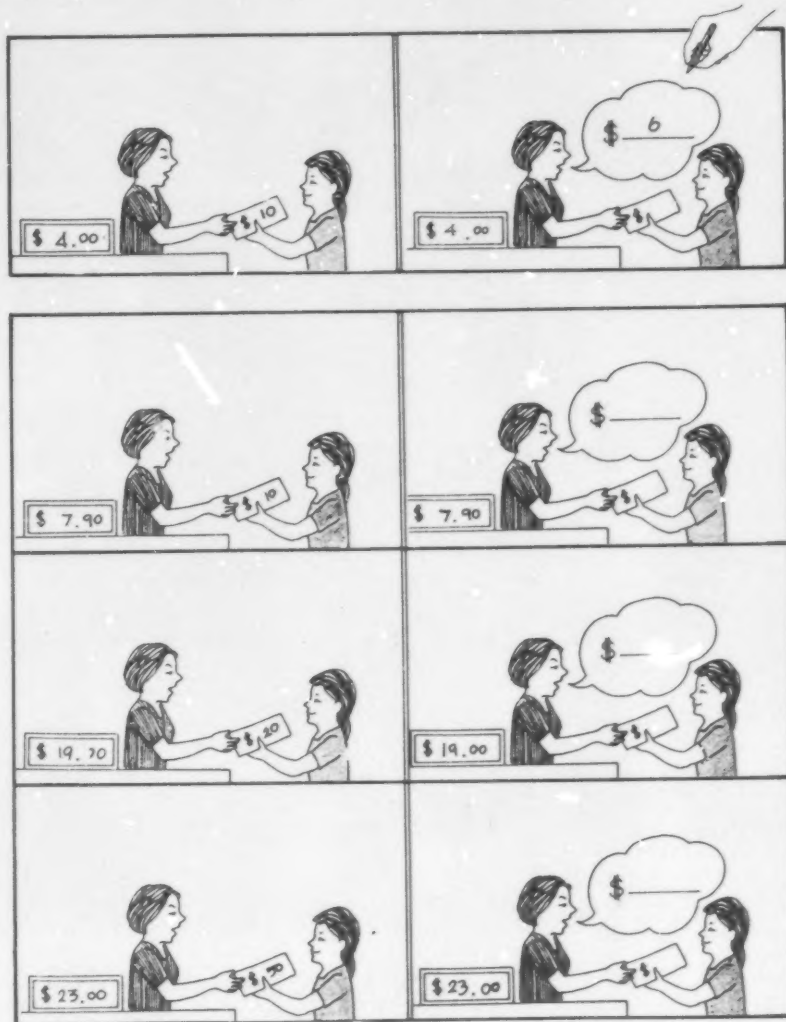
CHECKING CHANGE

Example 2

Taken from Number Book 3: Money by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To compute the amount of change owed to the customer

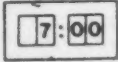
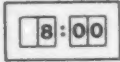
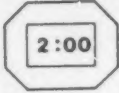
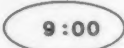
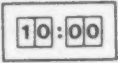
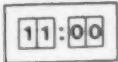


MATCHING TIME WITH CLOCK FACE

Taken from Number Book 2: On Time by ICMC and Refugee Service Center,
CAL, Philippines.

Purpose

- To match like clock times

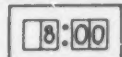
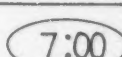
7:00			
8:00			
9:00			
10:00			
11:00			
12:00			

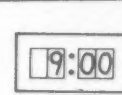
MATCHING TIME WITH CLOCKS

Taken from Number Book 2: On Time by ICMC and Refugee Service Center,
CAL, Philippines.

Purpose

- To match like clock times

7:00		
8:00		
9:00		

7:00	
8:00	
9:00	
10:00	
11:00	
12:00	

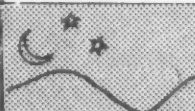
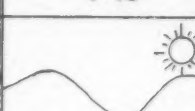
MATCHING CLOCK FACE WITH TIME

Taken from Number Book 2: On Time by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To match clock time with digital time
- To recognize the difference between A.M. and P.M.

A.M./P.M.

 A. M.	8:10 	9:10 	10:10 
 P. M.	2:55 	2:55 	3:55 
 A. M.	12:00 	12:05 	12:00 
 P. M.	6:40 	6:40 	7:40 
 P. M.	9:15 	8:15 	7:15 

MATCHING CLOCKS WITH TIME

Example 1

Taken from Number Book 2: On Time by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To practice making a doctor's appointment
- To identify the time stated for the doctor's appointment

APPOINTMENT

MATCHING CLOCKS WITH TIME

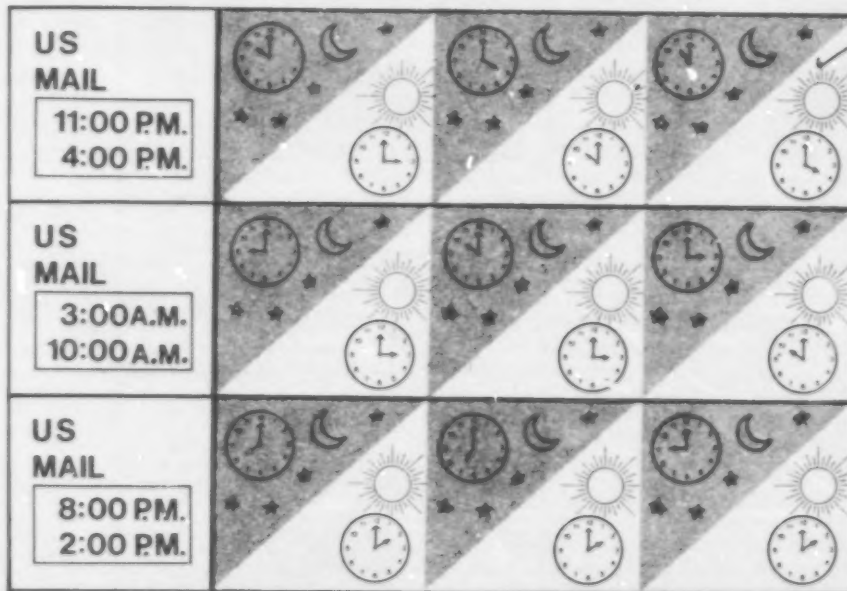
Example 2

Taken from Number Book 2: On Time by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To identify the hours the post office is open

US MAIL



WRITING TIME

Example 1

Taken from Number Book 2: On Time by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To write the time shown on the clocks

	 <u>8</u> : <u>0</u> <u>0</u> <u>8</u> : <u>0</u> <u>0</u>
---	--

	<u> </u> : <u> </u> <u> </u> <u> </u> : <u> </u> <u> </u>
	<u> </u> : <u> </u> <u> </u> <u> </u> : <u> </u> <u> </u>
	<u> </u> : <u> </u> <u> </u> <u> </u> : <u> </u> <u> </u>
	<u> </u> : <u> </u> <u> </u> <u> </u> : <u> </u> <u> </u>
	<u> </u> : <u> </u> <u> </u> <u> </u> : <u> </u> <u> </u>
	<u> </u> : <u> </u> <u> </u> <u> </u> : <u> </u> <u> </u>

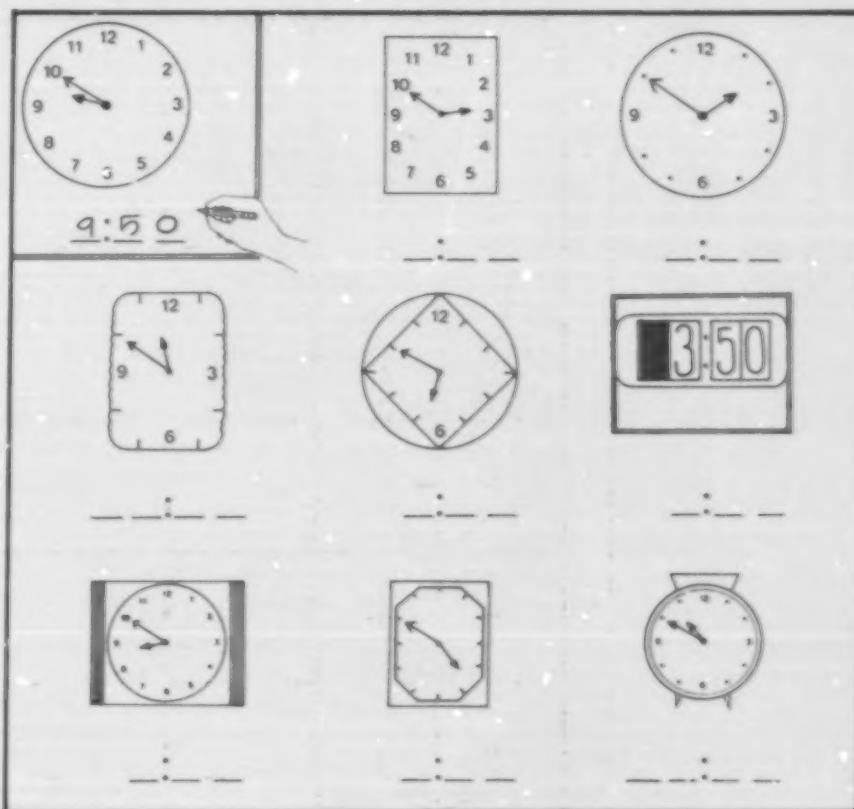
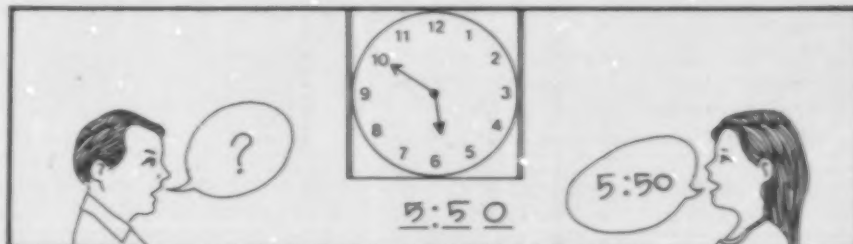
WRITING TIME

Example 2

Taken from Number Book 2: On Time by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To write the time shown on the clocks



WRITING TIME

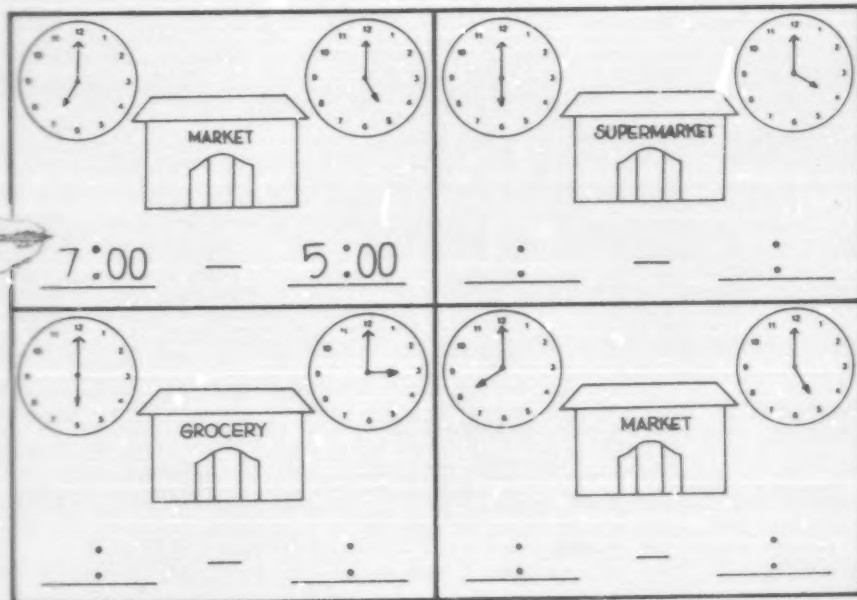
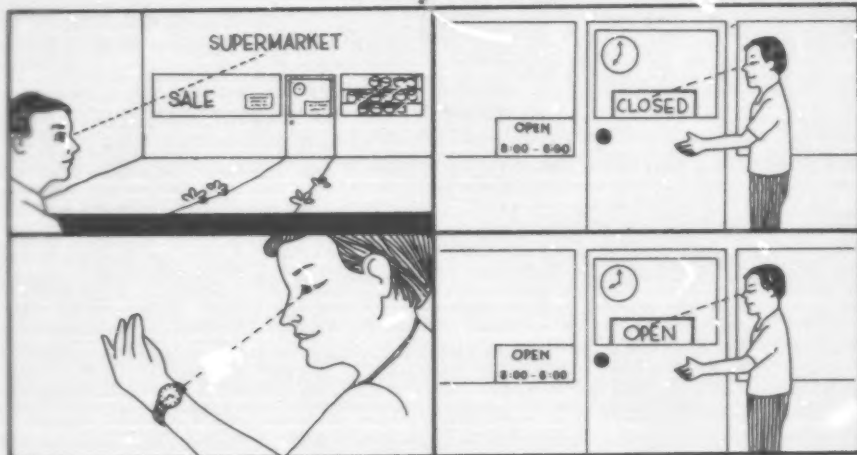
Example 3

Taken from Number Book 2: On Time by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To write store hours

OPEN/CLOSED



WHAT TIME DOES THE BUS LEAVE?

Taken from Number Book 2: On Time by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To identify the time the bus leaves

BUS LV



WHAT TIME DOES THE PLANE LEAVE ?

Taken from Number Book 2: On Time by ICMC and Refugee Service Center,
CAL, Philippines.

Purpose

- To identify the time a specific flight leaves

FLT LV

FLT	LV	FLT	LV
02	8:25	23	7:20
76	10:15	45	9:30
83	12:40	92	11:10
17	3:05	24	11:50



PRESCRIPTION TIMES AND DOSAGE

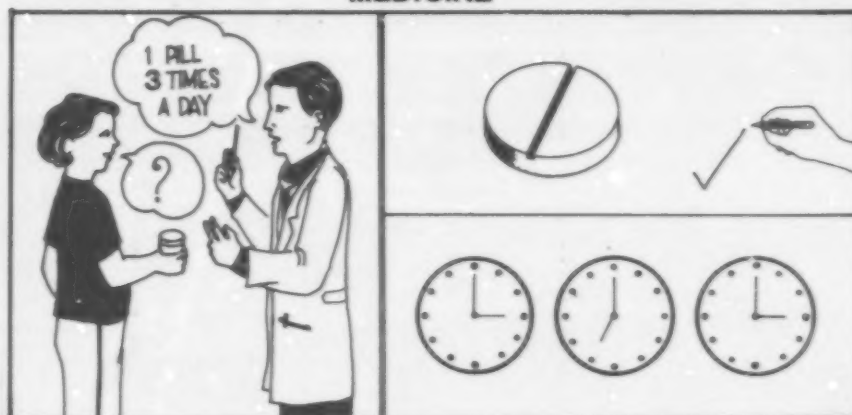
Example 1

Taken from Number Book 2: On Time by ICMC and Refugee Service Center, CAL, Philippines.

Purpose

- To identify the correct prescribed dosage of medicine as found on a prescription label

MEDICINE



3 PILLS			
2 TIMES A DAY			
1 PILL			
2 TIMES A DAY			
2 PILLS			
1 TIME A DAY			

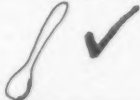
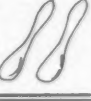
PRESCRIPTION TIMES AND DOSAGE

Example 2

Taken from *In Sight* by Fred Ligon, The Consortium Program, Galang, Indonesia.

Purpose

- To give students practice in understanding medical advice

1 tsp 3 times a day			
			
1 tsp 3 times a day			
			
2 tsp 3 times a day			
			
2 tsp 2 times a day			
			
1 tsp 4 times a day			
			

WHERE SHOULD IT GO ?

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman,
ICMC Program, Bataan, Philippines.

Purpose

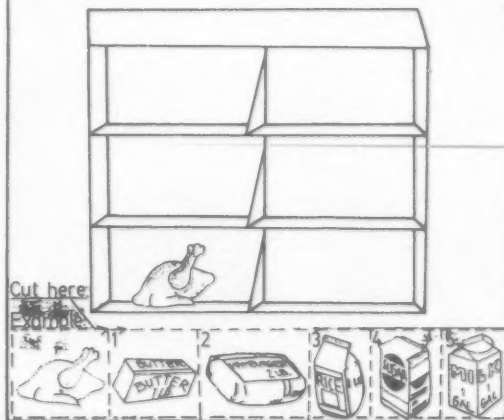
- To place food items in designated areas

Name _____ Age: _____ Sex: M ☐ F ☐

Item	Shelf
oranges	bottom right
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____

Example: Put the chicken on the
bottom left shelf.

- Put the butter on the top left shelf.
- Put the hamburger on the top right shelf.
- Put the rice on the middle left shelf.
- Put the sugar on the middle right shelf.
- Put the milk on the bottom right shelf.



TELEPHONE

Taken from the Literacy Activities Guide by Steven de Bonis and Robert Wachman, ICMC Program, Bataan, Philippines.

Purpose

- To request a doctor's appointment or ambulance and respond to nurse's questions with appropriate information

Name _____ Date _____ Sex ☐ Male ☐ Female

Can you come on Friday at 1:30 p.m.? What's your name? What's your address?	I want to make an appointment. Yes. _____ _____ _____	I want to _____ an _____. Yes. _____ _____ _____	Can you come at _____ a _____? What's your name? What's your address?
--	--	---	--

Name _____ Address _____

Yes, please. I need an ambulance! _____ _____ _____	Can I help you? What's your name? What's your address?	_____! _____ _____ _____	Can I help you? What's your name? What's your address?
---	---	--	---